DOCUMENT RESUME

ED 163 680 EC 112 504

AUTHOR	Brady, Mary Elia; And Others
TITLE	OROS-Oral Reading Observation System. Observer's Training Manual.
INSTITUTION	Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Apr 76
GRANT	OEG-9-242178-4149-032
NOTE	139p.
AVAILABLE FROM	Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401 ($2.00)
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS	*Classroom Observation Techniques; Cues; *Handicapped Children; Interaction; Manuals; Miscue Analysis; *Oral Reading; *Reading Instruction; Self Evaluation; *Teacher Education; *Training Techniques
IDENTIFIERS	*Oral Reading Observation System

ABSTRACT

The training manual provides self-instructional materials for the Oral Reading Observation System (OROS) designed to teach accurate coding of teacher/pupil verbal interactions during oral reading instruction. The nine sections focus on specific aspects of the OROS system, include self-evaluation exercises, and have the following titles: (1) "Target Pupil-Exact Oral Reading", (2) "Target Pupil-Miscue", (3) "Look Teacher Prompts" (the teacher tries to help the child with the miscue without actually telling him what the word is), (4) "Sound Teacher Prompts", (5) "Meaning Teacher Prompts", (6) "Pupil Answer to Prompts", (7) "Teacher Feedback and Management", (8) "Teacher Telling" (the teacher gives the child the text word), and (9) "Non-Oral Reading/Other" (teacher or pupil behaviors not related to reading). (Author/PHR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED163680

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

OROS

ORAL READING OBSERVATION SYSTEM

OBSERVER'S TRAINING MANUAL[1]

Mary Ella Brady
William W. Lynch
Darla A. Cohen

April, 1976

Center for Innovation in Teaching the Handicapped

Indiana University

[1] This research was supported by grant #OEG 9-242178-4149-032 from the U. S. Office of Education, Bureau of Education for the Handicapped to the Center for Innovation in Teaching the Handicapped. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

EC112504

TABLE OF CONTENTS

	Page
PREFACE	i
INTRODUCTION	iii
SECTION I - Category 1: Target Pupil-Exact Oral Reading	1
SECTION II - Category 2: Target Pupil--Miscues	5
Exercise Two - Coding Pupil Oral Reading and Miscues	17
SECTION III - Category 3: Look Teacher Prompts	21
Exercise Three - Coding Teacher Look Prompts	33
SECTION IV - Category 4: Sound Teacher Prompts	39
Exercise Four - Coding Teacher Sound Prompts	53
SECTION V - Category 5: Meaning Teacher Prompts	61
Exercise Five - Coding Meaning Teacher Prompts	69
SECTION VI - Category 6: Pupil Answers to Prompts	73
Exercise Six - Coding Pupil Answer to Prompts	81
SECTION VII - Category 7: Teacher Feedback and Management	85
Exercise Seven - Coding Teacher Feedback and Management	91
SECTION VIII - Category 8: Teacher Telling	95
Exercise Eight - Coding Teacher Telling	97
SECTION IX - Category 9: Non-Oral Reading/Other	99
Exercise Nine - Coding Non-Oral Reading/Other	103

Page

Appendix A - Definitions of All OROS Categories. 105

Appendix B - Keys for all Exercises. 111

Appendix C - General Coding Techniques 121

Appendix D - Dialect Features. 127

Appendix E - Phonics Rules and Generalizations 131

Preface

This training manual is a self-instructional program designed to teach accurate coding with the Oral Reading Observation System (OROS). OROS is an observation system designed to code teacher-pupil verbal interactions during oral reading instruction. It classifies the kinds of miscues, or oral reading errors made by pupils, and teacher responses to miscues. This classroom observation system was developed at the Center for Innovation in Teaching the Handicapped at Indiana University by Mary Ella Brady and William W. Lynch as a part of the Center's project on "Cognitive Demand Skills of Teachers," a research and development program whose overall goal is to find ways to enhance the cognitively oriented, interactive skills of teachers of the handicapped.

OROS had its beginnings in investigations of how teachers interacted with pupils during oral reading during typical classroom activities in public school classrooms. Analyses of theoretical research on decoding problems in reading and on reading as a psycholinguistic process were also undertaken in order that OROS could be representative of relatively uncommon teacher behaviors that research suggested were important. It has been used to evaluate the effects of training the interactive skills of both experienced teachers and undergraduate teachers-in-training. It is also being used to discover relationships between pupil reading strategies, determined by the kinds of miscues made, and the manner in which the teacher responds to miscues. A full account of the development of OROS, its validity and reliability, analysis of OROS data, and

suggestions for training coders are contained in the User's Manual - The Oral Reading Observation System (Brady and Lynch, 1976).

This Coder's Training Manual should not be used by a prospective OROS coder unless the trainee has studied the User's Manual or is trained under the supervision of someone who is thoroughly familiar with the User's Manual.

This Coder's Training Manual has been used in training coders to high degrees of accuracy. A series of audiotape recordings of training exercises have also been developed and are available from the Center for Innovation in Teaching the Handicapped.

The use of gender or any titles which connote gender in this material is merely for convenient reference to people of both sexes and shall not be construed as sex limitations.

The authors wish to acknowledge the assistance of the following persons who played extremely helpful roles in the development of this manual:

Mary Jane Baxter
Michael T. Hartley
Susan A. Hill
Julia L. Lenox
Jerry Olson
Dorothy Semmel
Melvyn Semmel
Susan K. Wallisa

We also are grateful to the teachers in the Indianapolis Public Schools, the Jefferson County (Ky.) Public Schools, and the Monroe County (Ind.) Public Schools and the undergraduate students in the Special Education Practicum on reading at Indiana University without whose help this project could not have been carried out.

MEB
WWL
DAC

Introduction

An Overview of OROS.

OROS is the type of classroom observation system called a category system. That is, an observer makes a record of classroom events by categorizing each important behavior when it occurs. The observer using OROS distinguishes discreet events that occur during an oral reading activity (such as "miscues" and "prompts") and classifies each event into one of the categories of OROS. Some events have very short time durations; others may extend over a relatively long period of time (e.g., 30 seconds). Each coding unit on an OROS record represents a singls behavior--either teacher or pupil. Thus OROS describes the pupil's approach to reading, including how s/he decodes unknown words, and the teacher's approach to word recognition problems.

OROS consists of the following nine general categories:

Category 1 - Target Pupil: Exact Oral Reading
The pupil who is reading aloud reads words continuously from the text exactly as they are printed.

Category 2 - Target Pupil: Miscue
A miscue is any deviation by the pupil from what is printed--either by (1) reading something different, (2) stopping reading completely, (3) inserting a word, or (4) omitting a word.

Categories 3, 4, & 5 - Teacher: Prompt
The teacher tries to help the child with the miscue without actually telling him what the word is. (There are three major kinds of prompts--hence the three category numbers--to be described below.)

Category 6 - Pupil Answer to Prompt
The pupil tries to decode a text word after a prompt or answer the teacher.

Category 7 - Teacher Feedback and Management
The teacher responds to the child's efforts, or manages some aspect of the situation.

Category 8 - Teacher Tells
The teacher tells the child what a text word is.

Category 9 - Non-Oral Reading/Other
Teacher or pupil behaviors not related to oral reading.

Seven of the categories are subdivided into subcategories.

Figure 1 shows the full version of OROS with all of its subcategories. (Complete definitions of all categories are in Appendix A.)

For those who do not want to use all 41 categories of OROS, a simpler version, OROS-S (Simplified) is provided also in this manual. OROS-S contains 25 categories, obtained by dropping all third digit codes. This Training Manual is designed so that coders may learn conveniently either the full or simplified version.

How to Use This Manual.

The beginner who wishes to learn to code with OROS should start at the beginning of the manual and proceed systematically through each section in order. At the end of each section is a self-evaluation exercise. A mastery score for each exercise is designated. The trainee should not go on to the next section unless he has reached that mastery score. Training sessions should be planned so that a complete section of this manual can be completed at one sitting (usually from forty minutes to an hour at a minimum).

In order to follow the manual easily you should be familiar with the following organization and format conventions:

1. Definitions. The first definition of a category, given at the start of each section, is placed in a box.

2. Examples. In each section you will be given a series of examples. They are numbered consecutively within each section and

Category 1: Target Pupil: Exact Oral Reading

Category 2_ _: Target Pupil: Miscues

21_	Meaning Change	_ _0	No Response/Don't Know
22_	No/Low Meaning Change	_ _1	Sounding or Naming Letter(s)
		_ _2	No/Low Similarity
		_ _3	High Similarity
		_ _4	Dialect Based
		_ _5	Insertion/Omission

Category 3_ _: Teacher: Look Prompts

31_	Letter Name(s)	_ _1	Direct
32_	Spelling	_ _2	Indirect
33_	Structural		
34_	Attention		

Category 4_ _: Teacher: Sound Prompts

41_	Isolated Sounds	_ _1	Direct
42_	Sound Out Word	_ _2	Indirect
43_	Unnatural Stress		
44_	Pattern		
45_	Sounds Within Words/Phonics Rules		

Category 5_ _: Teacher: Meaning Prompts

51_	Word Meaning	_ _1	Direct
52_	Context	_ _2	Indirect

Category 6_: Pupil: Answers to Prompts

61	Incorrect Answer/Word
62	Correct Answer
63	Self-Correction
64	Exact Word/Meaningful Miscue
65	Non-target Pupil Prompts/Answers

Category 7: Teacher: Feedback and Management

71	Positive Feedback/Encouragement
72	Negative Feedback
73	Management
74	Turns to Another Pupil

Category 8: Teacher: Telling

Category 9: Non-Oral Reading/Other

Figure 1.

The Full Version of OROS.

are occasionally referred to by number in other parts of the Manual. The behavior representing each code being exemplified is always underlined.

3. Rules. Special coding rules, exceptions, and special technical procedures are given in each section, following the examples.

4. Exercises. Each of the nine major sections of this manual ends with an exercise. Each item in the exercise that is to be coded is designated by empty parentheses with a number underneath--as follows: ( ). You are to fill in the parentheses with the
14
number for the correct category code for that item. When you complete the exercise you should score it by the key provided in Appendix B in which the correct codings are listed by the consecutive numbers under each exercise item.

5. Conventions used in examples and exercises:

   a. Text. In all examples and exercises you will be given the text sentence or a phrase from which the pupil in the example is reading. The text is always printed in capital letters, as follows:

      JANE SAID, RUN SPOT, RUN.

   b. Pupil reading. The actual oral reading of the pupil in the example will be prefaced with the word pupil: and will be in quotation marks, as follows:

      Pupil: "Jane said, run Spot, run."

   c. Teacher. The teacher's prompt, feedback, or managerial responses are prefaced by the word Teacher: as follows:

      Teacher: "Jimmy, you read that very well."

   d. Coding. When an OROS category should be coded, the point at which it is coded in the pupil or teacher utterance is designated by parentheses, and the code number is entered in the parentheses, as follows:

Pupil: Jane (1) saw (213), run (1) Spot, run.

Teacher: Jimmy, look at the word after Jane again. (341)

e. Spelling out words. When either teacher or pupil spells out a word, this is designated by capital letters separated by hyphens, as follows:

Teacher: "S-A-I-D"

f. Sounding out words. When a teacher or pupil sounds out a word, the letters are written in small letters separated by hyphens with uh occurring after most consonants. Pupil sounds out BAT - "buh-a-tuh."

g. Pauses, silence. Dots, ..., while a pupil is reading or during a prompt or after one, indicate a pause where nothing is being said.

h. X-codes. When an event occurs in an example or exercise that would be coded with a category that has not yet been presented in the manual, it is represented by (X).

i. Brackets. Brackets [ ] are used to indicate non verbal behavior that occurs during verbal behavior.

Steps in Using the Manual.

1. Decide which version of OROS you wish to learn. Many users will want to begin with OROS-S. If you do, simply go through each section until you come to directions to OROS-S trainees, printed in italics, to proceed to another page. The three-digit categories of the full version are always presented after the relevant two-digit categories. The exercises and their keys are designed so that they may be used with either OROS-S or the full version.

2. Learn one category at a time. The manual always begins with a definition of the category. Read it carefully. The definition is followed by a series of coded examples. Read through each example carefully, trying to understand how it fits the definition. You must study all examples in order to master the category. After the examples are given, special coding rules are presented. These

should be studied with reference to the examples. The general coding techniques and rules given in Appendix C should be studied after you've completed the whole manual.

3. Thoroughly go through each exercise, without looking back at rules and definitions. Look at the key only after you have completed the entire exercise. At the end of each exercise are 3 lines--the total number of items, the mastery level or number of items which must be correct to get at least 90% on the exercise, and a line for you to record your score. If you did not attain the mastery score, try to figure out what errors you are making and restudy the sections that can clarify your problem.

4. Practice with real or taped examples. Rather than waiting until you have completed the entire manual, try to practice after each section. For example, after you have completed the section on Miscues, practice coding only pupil miscues (ignoring all other behavior) from a taped lesson or in an actual oral-reading situation.

5. Keep reviewing previously learned categories. When coding from tape or in a live situation, try to practice all categories you have learned.

6. Arrange for reliability checks with other coders as much as possible. Compare your codings with those of someone else whenever possible. If no computer programs are available, compute percentage agreement based upon the total codes per category.

SECTION I

Category 1: Target Pupil-Exact Oral Reading

Teachers sometimes work with a group of students during oral reading instruction. At other times, they work with only one pupil. OROS focuses on the teacher and the pupil designated by the teacher to read orally--the target pupil. Other pupils or the teacher may interrupt the target pupil, but he remains the focus of attention if he continues reading after the interruption. Sometimes, especially if the target pupil is experiencing much difficulty with the reading selection, the teacher will designate another pupil to read. In cases such as this, the second pupil becomes the target pupil.

If the story being read by the target pupil is very easy for him, he will often read each word in the text exactly as it is printed. When a word is read incorrectly by the pupil, there will usually be an interruption by the teacher or by another pupil. After the interruption, the pupil will continue reading exactly.

Category 1 only has one code in OROS. There are no further breakdowns of this category because exact oral reading is always the same-words are read exactly. Category 1, which is not as important as the other categories in OROS, is used primarily as a marker to set off other behaviors.

CATEGORY 1

Definition: Target Pupil-Exact Oral Reading (1) The pupil whom the teacher has asked to read is reading words in the story exactly as they appear.

Examples of Category 1

Text: ONCE UPON A TIME THERE LIVED A BEAUTIFUL PRINCESS.

Ex. 1 Pupil: "Once (1) upon a time there lived a beautiful Princess."

Ex. 2 Pupil: "On (X) . . . once (X) upon (1) a time there loved (X) a (1) beautiful Princess."

Ex. 3 Pupil: "Once (1) up (X) . . ..

Teacher: "That's not up. (X)"

Pupil: "Upon (X) a (1) time than (X) lived (1) a beautiful Princess."

Coding Rules for Category 1

1. It is not necessary to code 1 for each word that is read exactly. Code 1 as soon as the first word is read exactly. No other codes (1's or X's) are necessary as long as the pupil continues reading exactly (see Ex. 1.)
2. After an interruption by the teacher or the incorrect reading of a word, code 1 again as soon as the pupil continues to read exactly what he has not read previously (see Ex. 2 and 3.)
3. The following are all counted as exact oral reading and coded as 1:
   A. Hesitations, where the pupil continues to read exactly after pausing. (Pupil: "Once (1) . . . um . . . upon a time there lived a beautiful Princess.")
   B. Repititions, as long as the word being repeated is an exact word. (Pupil: "Once (1) . . . um . . . Once upon a time there . . . there . . . lived a beautiful Princess.")

C. Dropping a final consonant ("col'" for COLD and "gettin" for GETTING) and other minor mispronunciations.

D. Reversals of exact words ("said Grandfather" for GRAND-FATHER SAID).

4. Sometimes, many words will be read incorrectly with only one or two words in between read exactly. In such cases, if you find that you are falling behind in coding 1's, stop coding 1's so that you will have time to continue coding the other codes.

5. Sometimes, a pupil will not begin reading in the correct place by, for example, skipping a line, a paragraph, or page while reading. (You will learn how to code leaving out part of the story later.) After a pupil skips a line or page, the oral reading is coded 1 if the words are being read exactly.

Exercise One (Optional)

Listen to an oral reading lesson and see if you can determine where 1 is coded.

SECTION II

Category 2: Target Pupil--Miscues

It is very unusual for pupils to read each word in a story exactly as it appears, even when the story is very easy. A pupil may not read a word exactly because he does not know it or because he is thinking more about the meaning of what he is reading than the actual letters on the page. Any deviation from the exact words in the text is called a miscue. The miscue category is one of the most important categories in OROS because the codes made in this category reveal what strategies the pupil uses when he is reading, including how he attempts to decode unknown words.

There are many different kinds of miscues, including not continuing to read at all, saying "I don't know that word," inserting a word into the text, omitting a word in the text, substituting one word for another, or naming letters or making sounds of letters for a text word. Some miscues change the intended meaning of the sentence while others do not change the meaning. Compare two pupils reading the sentence THE WATER IS COOL. One pupil substitutes "cold" for COOL and the other substitutes "could" for COLD. Substituting "cold" for COOL does not change the intended meaning of the sentence, but saying "could" does.

All miscues are categorized into two basic categories: meaning change (21) and no/low meaning change (22). Consequently, there is no single digit code (2) in OROS.

CATEGORY 21

Definition: Target Pupil-Meaning Change Miscues (21)

The pupil's miscue changes the intended meaning of the sentence.

Examples of Category 21

Text: THERE WERE TWO PEOPLE FOR DINNER.

Ex. 1 Pupil: "There (1) where (21) two (1) for (21) . . . um . . . (21)."

Ex. 2 Pupil: "T-H-E-R-E (21) were (1) two people for tin (21)."

Ex. 3 Pupil: "There (1) were no (21) two (1) people for duh-ĭ-nuh-nuh-ĕ-ruh (21)."

CATEGORY 22

Definition: Target Pupil-No/Low Meaning Change Miscues (22)

The pupil's miscue changes the intended meaning of the sentence slightly or not at all.

Examples of Category 22

Text: JOHN STOPPED HIS HORSE VERY QUICKLY.

Ex. 1 Pupil: "Johnny (22) stop (22) he (22) horse (1) very quickly."

Ex. 2 Pupil: "John (1) had (22) stopped (1) his horse quickly (22)."

Ex. 3 Pupil: "John (1) stopted (22) his (1) pony (22) very (1) quick (22)."

Coding Rules for Categories 21 and 22

1. In determining whether a miscue is to be coded 21 or 22, the exact sentence in the text is read by replacing the text word with the miscue being considered, ignoring other miscues.
2. A sentence does not have to be in acceptable English grammar for a miscue to be coded 22. In Ex. 3 under 22, "quick," an adjective, was substituted for QUICKLY, an adverb. It is incorrect to use an adjective to modify a verb, but, since the basic meaning of the sentence is not changed, 22 is coded.
3. Miscues in which one function word (preposition, article, conjunction, etc.) is substituted for another ("in" for ON, "a" for THE, "the" for AND) are usually coded 22. Of course, substitutions such as "under" for ABOVE do change the meaning and are coded 21.
4. When miscues are made for proper nouns (names) in the text, code them 22 if the miscue is a derivative of the name. "Johnny" for JOHN and "John" for JOHNNY are coded 22 while "Joe" for JOHN is coded 21.
5. If you are in doubt as to whether to code a miscue 21 or 22, give the pupil the benefit of the doubt and code 22.
6. Only one code is made per miscue (or set of miscues) for each text word. When several miscues are made for the same text word, code only the last miscue made. Whenever the pupil goes back to reread a sentence or paragraph, code all miscues made, even if some miscues are made on the same words.

If you are learning OROS-S go to page 15 and do Exercise 2.

Continue with the next page if you are learning the full version.

Category 2: Full Version of OROS

You have already learned that there are many different ways a miscue can be made: by substituting one word, letter names, or sounds for the text word; by inserting a word into the text; by omitting a word in the text; and by stopping to read or saying "I don't know that word." The second digit in Category 2 shows whether or not meaning is changed by a miscue. The third digit tells how the miscue is made. In the full version of OROS, three digits are coded for each miscue. There are nine categories of miscues when the third digit is used:

210 - Meaning Change Miscues-No Response/Don't Know Miscues
211 - Sounding or Naming Letter(s) Miscues-Meaning Change
221 - No/Low Similarity Miscues-Meaning Change
222 - No/Low Similarity Miscues-No Meaning Change
213 - High Similarity Miscues-Meaning Change
223 - High Similarity Miscues-No/Low Meaning Change
224 - Dialect Based Miscues-No/Low Meaning Change
215 - Insertion/Omission Miscues-Meaning Change
225 - Insertion/Omission Miscues-No/Low Meaning Change

Note that several possible three digit combinations are not listed. Categories 220 and 221 do not exist because miscues made in either of these ways always change the meaning. Category 214 does not exist because meaning is always retained when a pupil uses his own language and reads as he speaks, i.e., in his dialect. Three kinds of miscues, 2_2, 2_3, and 2_5, can be either No/Low Meaning Change Miscues or Meaning Change Miscues. A blank is used for the middle number when these three categories are introduced to show that either a 1 or 2 can be coded as the second digit.

CATEGORY 210

Definition: No Response/Don't Know Miscues (210)

The pupil does not attempt the text word at all. Rather, he stops reading or says he does not know the word.

Examples of Category 210

Text: MARY WOKE UP HAPPY.

Ex. 1 Pupil: "Um . . . uh (210)."

Ex. 2 Pupil: "Mary (1) . . . Mary . . . (210)."

Ex. 3 Pupil: "Mary (1) woke up . . . I don't know that word (210)."

Coding Rule for Category 210

1. There is no time limit for coding 210. For that reason, 210 should not be coded until another pupil or the teacher interrupts the target pupil. This rule is especially important since hesitations by the pupil during exact oral reading are coded 1.

CATEGORY 211

Definition: Sounding or Naming Letter(s) (211)

The pupil makes an isolated sound for one or more letters in the text word (e.g., "buh-ă-tuh" for BAT) or names one or more letters in the text word (e.g., "B-A-T" for BAT).

Examples of Category 211

Ex. 1

Text: SOMETHING DARK IS IN THE CORNER.

Pupil: "S-O-M-E-T-H-I-N-G (211) dark (1) is in the cuh-cuh-ŏ-ruh (211)."

Ex. 2

Text: GRANDMOTHER LIVES IN A FARAWAY PLACE.

Pupil: "Gruh-ă-nuh (211) . . . Grandmother (X) lives (1) in a faraway P-L-A-C-E (211)."

Coding Rules for Category 211

1. The pupil does not have to sound out or name all the letters in a word to code 211. Code 211 even if the pupil names or sounds only one letter.
2. Code 211 even if the pupil incorrectly sounds out a word or names a letter incorrectly.
3. If the pupil makes isolated sounds for a text word and then puts the sounds together, or blends them, 211 is not used. In Ex. 1, if the pupil had said "cuh-cuh-ŏ-ruh . . . cor" for CORNER, the last miscue ("cor") would have been coded.

CATEGORY 2_2

Definition: No/Low Similarity Miscues (2_2)

The pupil substitutes a word that has fewer than half of the letters the same as the letters in the text word.

Examples of Category 2_2

	TEXT	PUPIL MISCUE (2_2)		TEXT	PUPIL MISCUE (2_2)
Ex. 1	I	you	Ex. 7	BY	do
Ex. 2	MAKE	my	Ex. 8	PUSHED	put
Ex. 3	HAVE	see	Ex. 9	ONE	the
Ex. 4	TRY	time	Ex. 10	POINTED	put
Ex. 5	HIS	my	Ex. 11	PASS	pill
Ex. 6	THAT	tire	Ex. 12	CEMETARY	comi

Coding Rules for Category 2_2

1. Category 2_2 is coded 212 or 222, depending on the degree of meaning change.
2. To determine the number of like letters between the miscue and the text word, think how the miscue would be spelled and then compare its spelling to that of the text word.
3. Code miscues on 2 or 3 letter text words as follows:
   (a) Two letter text words are coded 2_2 if no letters are the same (see Ex. 7).
   (b) Three letter text words are coded 2_2 if one or no letters are the same (see Ex. 4 and Ex. 9).

CATEGORY 2_3

Definition: High Similarity Miscues (2_3)

The pupil substitutes a word that has at least half of its letters the same as letters in the text word.

Examples of Category 2_3

	TEXT	PUPIL MISCUE (2_3)		TEXT	PUPIL MISCUE (2_3)
Ex. 1	ONCE	on	Ex. 7	SUSPENDERS	superpenders
Ex. 2	WON'T	wanted	Ex. 8	NO	on
Ex. 3	SAW	was	Ex. 9	MEATS	mese
Ex. 4	IN	on	Ex. 10	WOULD	wouldn't
Ex. 5	PALACE	place	Ex. 11	WHO	ho
Ex. 6	CUSTOMERS	costumes	Ex. 12	EVEN	even

Coding Rules for Category 2_3

1. Category 2_3 is coded 213 or 223, depending on the degree of meaning change.
2. To determine the number of similar letters, think how the miscue would be spelled.

3. Code miscues on two or three letter text words as follows:
   (a) Two letter text words are coded 2_3 if one or both letters are the same (see Ex. 4 and 8).
   (b) Three letter words are coded 2_3 if two or all letters are the same (see Ex. 3 and Ex. 11).
4. Mispronunciations which show that the pupil does not know a word ("cortage" for COTTAGE, "ĕven" for EVEN) are coded 213 because the pupil is usually producing a nonsense word which changes the meaning but has high similarity.

Special Coding Rules for Categories 2_2 and 2_3

1. When determining degree of similarity, the order of the letters must be maintained (except in word reversals), although the letters do not have to be right next to each other. Word reversals such as "on" for NO, "was" for SAW, and "of" for FOR are coded 2_3. However, "pirates" for SAILOR is coded 2_2, even though there are four similar letters (i, a, r, and s) between miscue and text word, because only two letters (i and r) are in consecutive order.
2. The total number of letters in the miscue can be fewer or greater than the number of letters in the text word. The letters in the text word are counted to determine degree of similarity.
3. In live coding, i.e., when a lesson is coded as it proceeds rather than later from a tape, coders will sometimes find it difficult to count letters fast enough to determine whether to code 2_2 or 2_3. Intuitive judgment regarding degree of similarity has generally been found to be quite accurate.

CATEGORY 224

Definition: Dialect Based Miscues (224)

The pupil's miscue occurs because he is translating text grammar or words into his own language.

Examples of Category 224

	TEXT	PUPIL MISCUE (224)		TEXT	PUPIL MISCUE (224)
Ex. 1	STARS	star	Ex. 10	STARTED	start
Ex. 2	LIONS	lion	Ex. 11	STOPPED	stopted
Ex. 3	YOUR	you	Ex. 12	PUSHED	pushted
Ex. 4	HIS	he	Ex. 13	JUST	jes'
Ex. 5	DID	do	Ex. 14	GET	gi-yit
Ex. 6	KNEW	knowed	Ex. 15	CLIMBED	clamed
Ex. 7	JOHN'S	John	Ex. 16	LIKE	lăk
Ex. 8	IS	be	Ex. 17	WAS	ways
Ex. 9	POINTED	point	Ex. 18	IT'S	it

Coding Rules for Category 224

1. Many people in the United States pronounce words and use grammar in a fairly standard way, that is, they speak Standard English. Some people, however, speak a version of English that is different from Standard English but has its own rules of grammar and pronunciation. There are many different dialects, or versions, of Standard English. Pupils who speak a distinct dialect will often change words and grammatical features in the text to agree with their dialect. Appendix D contains a list of non-standard English dialect features.
2. Whenever the pupil drops an inflected ending, e.g., 's, s, es, ed, and ing, code the miscue as 224 (see Ex. 7, 10, and 18).
3. Code substitutions of a different case of the same pronoun as 224 (see Ex. 3 and 4).
4. Code verb changes where the form of the verb is changed as 224 (see Ex. 5 and 8).

5. Code pronunciations which appear to be dialectal as 224 (see Ex. 11 to Ex. 17).

CATEGORY 2_5

Definition: Insertion/Omission Miscues (2_5)

The pupil omits a word that is in the text inserts a word not in the text.

Examples of Category 2_5

Ex. 1

Text: MARY WOKE UP HAPPY WHEN THE MORNING BIRDS SANG.

Pupil: "Mary (1) woke (225) happy (1) when (225) morning (1) birds were (225) sanging (224) loudly (225)."

Ex. 2

Pupil: "And (225) Mary (1) (215) up (1) happy when all (225) the (1) morning (215) sang. (1)"

Coding Rules for Category 2_5

1. 2_5 can be 215 or 225, depending on the degree of meaning change.
2. An insertion differs from a substitution (2_2 or 2_3) because all words in the text, in addition to the insertion, are read.
3. An omission differs from a non-response (210) because the pupil continues reading after omitting the word.
4. If a child reads "blank" for an unknown word, code 2_5. However, if the child stops reading and is instructed by the teacher to say blank and go on, the child's reading is coded as usual, beginning with the first word read after the word "blank."

5. If the pupil omits a line or a page while reading, code 215 for what was omitted and continue coding his oral reading as usual.

EXERCISE TWO

Coding Pupil Oral Reading and Miscues

Directions:

OROS-S Coder Directions: You will only be using three codes in this exercise: 1, 21, and 22. One of these three codes goes in each parentheses below. Fill in all codes. Do not look back as you do the exercise. The definition of these three codes should be memorized before you begin.

OROS-Full Version Coder Directions: You will be using 10 codes in this exercise: 1, 210, 211, 212, 222, 213, 223, 224, 215, 225. Put one code in each of the parentheses below. Do not look back as you do the exercise. The definitions of all 10 codes should be memorized before you begin.

Text: TRIGGER WAS GOING TO BE A POLICE HORSE.

Pupil: "Trigger . . . Trigger (1) was goin' (2) to (1) but (3) a (4) blank pony (5) (6)."

Text: HE HELPED SUSAN TO LEARN.

Pupil: "He (7) help (8) Sue (9) to (10) teach . . . tell (11)."

Text: FEW PEOPLE WERE ON THIS STREET.

Pupil: "Few (12) uh . . . (13).

Teacher: "It's people." (X)

Pupil: "People (X) went (14) on (15) that (16) on . . . uh . . . S-T-R-E-E-T . . .." (17)

Text: THE CATS WERE VERY NOISY.

Pupil: "The (18) cats . . . the cats was (19) (20) no (21)."

Text: COWBOYS LOOK FOR RUSTLERS.

Pupil: "Cob (22) looking (23) first (24) ruh . . . ruh . . . (25)."

Text: HE IS A WILDMAN.

Pupil: "He (26) is wild (27) (28)."

Text: THIS COWBOY DID NOT DRIVE CATTLE.

Pupil: "This (29) cowboy is (30) not (31) driving (32) . . . (33)."

Text: THEY STILL LIKE TO BRAND COWS.

Pupil: "They (34) still likes (35) the (36) burn (37) cattle (38)."

Text: HE WAS THE BOY'S GRANDFATHER.

Pupil: "He (39) was the boy (40) grandfather." (41)

Text: THEY PADDLED THE BOAT OUT TO THE MIDDLE OF THE LAKE TO FISH.

Pupil: "They (42) uh . . . uh . . . (43)."

Teacher: "Paddled" (X)

Pupil: "Paddled (X) the (44) boat to (45) the (46) . . . muh-muh-ĭ-luh (47)."

Teacher: "Middle (X)."

Pupil: "Middle (X) of (48) the land (49) to . . . (50) fish."

Text: HE PUT A WORM ONTO HIS HOOK.

Pupil: "He (51) put a wom (52) no (53) his (54) hook."

Text: THE SUN AND MOON CAME AND WENT.

Pupil: "The (55) sun and the (56) moon (1) cames (57) and (58) . . . (59)."

Text: KEN WOULD TREAT THE DOG TO A DELICIOUS DINNER.

Pupil: "Kenny (60) who (61)."

Teacher: "Not who. Would. (X)"

Pupil: "Would (X) tuh-ruh-ē-ē (62) the (63) dog to a duh . . . deh (64) supper (65)."

Text: "DON'T COME IN" SUE YELLED. "WHY NOT?" ASKED JANE.

Pupil: "Do not (66) come (67) yelled (68) Sue (69)." Why (70).

Text: HE HELPED RED TO LEARN.

Pupil: "He (71) help (72) to (73)."

Teacher: "You left out a word (X)."

Pupil: "Red (X) to um . . . ah . . . (74)."

Text: THEY WERE SURPRISED AT HOW MANY ANIMALS THEY COULD NAME.

Pupil: "They (75) surprised (76) (77)."

Teacher: "What is that again? (X)"

Pupil: "They were (X) surprised at (78) (79)."

Teacher: "No. Look at that again. (X)"

Pupil: "They were surprised at (X) how (X) many . . . I don't know this word (80)."

Teacher: "It's animals. (X)"

Pupil: "Animals (X) they (81) name (82) (83)."

Text: AND THEY BOTH WENT ON THEIR WAY.

Pupil: "And then (84) they (85) both on (86) (87) their ways (88)."

Text: SNOW HAD FALLEN DURING THE NIGHT.

Pupil: "Snow (89) flakes (90) had (91) f-a-l-l-e-n. (92)"

Now turn to page 103 and correct your codes with the key. Use the OROS-S column if you're learning the simplified version and use the OROS-Full column if you are learning the full version. Then fill in your score below. Review this section before going on if you received less than the mastery score.

Total possible score	92
Mastery score (90%)	83
My score (fill in)	_____

SECTION III

Category 3: Look Teacher Prompts

Whenever the teacher tries to help the pupil recognize a word by calling his attention to visual or structural features of the word, the prompt is a Category 3 prompt. The general intent of a look prompt is to encourage the pupil to look more closely at the components of a word: at one or more letters, all letters, a syllable, or the whole word. There is no single digit 3 code in OROS because there are four distinct ways of giving look prompts. The code and name of each kind of look teacher prompt is given below, along with the part of the word on which the prompt is focused and an example:

Code	Name	Word Part	Example
31	Letter Name(s)	One or two letters	Teacher: "The word begins with T-R."
32	Spelling	All letters	Teacher: "Spell it."
33	Structural	A syllable	Teacher: "The first part of that word is cow."
34	Attention	Whole word	Teacher: "Look at the word after boy again."

Notice that more of the word is being focused on as the numbers for the second digit of Category 3 codes increase. This feature should help you remember the codes.

CATEGORY 31

Definition: Letter Name(s) Teacher Prompts (31)

The teacher names, or asks the pupil to name, a letter (or several letters) within the text word or miscue.

Examples of Category 31

Ex. 1

Text: BUT NO ONE CAME TO BUY A SEAL.

Pupil: "But (1) no one came to put (21)."

Teacher: "Begins with a B now (31)."

Ex. 2

Text: AND THEY BOTH WENT ON THEIR WAY.

Pupil: "And (1) they both went on their may (21)."

Teacher: "That last word doesn't start with M. What does it start with? (31)"

Ex. 3

Text: HE GOT TRUCKS FULL OF FISH FOR THEM.

Pupil: "He (1) got tired (21)."

Teacher: "T-R (31)."

Pupil: "Turn (X)."

Teacher: "What does that word start with?" (31)

Ex. 4

Text: THEN HAM CALLED TO THEM IN A FRIGHTENED VOICE, "KIDS COME HERE!"

Pupil: "Then (1) Ham called to them in a fighten (21)."

Teacher: "F-R on the beginning of the word (31)."

Ex. 5

Text: THAT ANGEL SURE HAD SOME BUMP!

Pupil: "That (1) angel sure had some dump (21)."

Teacher: "Do you see a D on the beginning of that last word?" (31)

Ex. 6

Text: AND I THINK THE MONSTER IS THE DEVIL.

Pupil: "And (1) I think the monster is the . . . uh . . . (21)."

Teacher: "With what letter does it start?" (31)

Coding Rule for Category 31

1. Often, letter name prompts occur as an integral part of another kind of prompt. That is, the teacher may name the first two letters of a word to be sure the child knows which word the teacher is talking about. The teacher may then give a different prompt. Letter name prompts are not coded in these cases. Code 31 only when it occurs by itself.

CATEGORY 32

Definition: Spelling Teacher Prompts (32)

The teacher spells, or asks the pupil to spell, the text word or miscue.

Examples of Category 32

Ex. 1

Text: BUT NO ONE CAME TO BUY A SEAL.

Pupil: "But (1) on (21)."

Teacher: "Not on, that's N-O. (32)"

Ex. 2

Text: AT LAST SOMEONE PUT IT INTO WORDS.

Pupil: ". . . um . . . (21)."

Teacher: "Then it's A-T (32)."

Pupil: "Um . . ." (X)

Teacher: "What does that spell?" (32)

Ex. 3

Text: THEY WERE GOING TO THE SEVENTH STREET ZOO AND DID NOT LOSE ONE MINUTE GETTING READY.

Pupil: "They (1) were going to the seventh street zoo and did not lose one . . . (21)."

Teacher: "Spell it, David (32)."

Pupil: "M-I-N-U-T-E" (X)

Teacher: "What does that spell?" (32)

Ex. 4

Text: THEY GOT ON THE TRAIN NEAR THEIR HOUSE AND AWAY THE GIRLS WENT.

Pupil: "They (1) got on the train . . . (21)."

Teacher: "N-E-A-R. N-E-A-R." (32)

Ex. 5

Text: THEN THE POLICEMAN TOOK RED TO NOISY STREETS.

Pupil: "Then (1) the policeman told (21)."

Teacher: "That's not T-O-L-D. Spell it for me." (32)

Coding Rules for Category 32

1. Code 32 whenever the whole word is spelled, no matter how many letters are in the word.

2. Code 32 only when the teacher uses spelling as the sole means of helping the pupil recognize the word. Thus, 32 is not coded when it is used as a managerial technique, e.g., to be sure the pupil is looking at the right word before giving another prompt.

CATEGORY 33

Definition: Structural Teacher Prompts (33)

The teacher tells, or asks the pupil to tell, about the text word's structural components, i.e., its syllables, base or inflected ending, or kind of word (compound or contraction.)

Examples of Category 33

Ex. 1

Text: THEY COULD NOT STAY AT THE ZOO FOR THE AFTERNOON AND THEY WERE ANGRY.

Pupil: "They (1) could not stay at the zoo for the after. . . (21)."

Teacher: "That's a compound word. What is the second word in it?" (33)

Pupil: "After (X)."

Teacher: "No, it's noon. Now put it together." (33)

Ex. 2

Text: THEY ASKED FOR EXTRA MONEY SO THEY COULD VISIT THE ZOO AT ANOTHER TIME.

Pupil: "They (1) asked for extra money so they could visit the zoo at. . . (21)."

Teacher: "Do you see 2 words in there? The first part is an." (33)

Ex. 3

Text: WHAT WILL STORES SELL NEXT?

Pupil: "What (1) will stones (21)."

Teacher: "No, do you know part of that word? Cover the s and what do you have? (33)"

Pupil: "Store" (X)

Teacher: "Now add your ending." (33)

Ex. 4

Text: THINGS AREN'T WHAT THEY USED TO BE.

Pupil: "Things (1) . . . um . . . (21)."

Teacher: "That's a contraction for are. Are what? (33)"

Ex. 5

Text: SUDDENLY, IN THE GROWING DARKNESS HE SAW A BRIGHT LIGHT.

Pupil: ". . . um . . . (21)."

Teacher: "Look at the first part of the word. (33)"

OR

Teacher: "What's the first part?" (33)

Ex. 6

Text: FRED PUT A BIGGER SIGN ON THE STORE WINDOW.

Pupil: "Fred (1) put a buh (21)."

Teacher: "Cover G-E-R. What's that? (33)"

Pupil: "Big." (X)

Teacher: "Right, now add your G-E-R. (33)"

Pupil: "Bigger." (X)

Coding Rules for Category 33

1. For 33 to be coded, the teacher must be focusing on a syllable

(min in MINUTE), a base word (walk in WALKING or store in STORES), or an inflected ending (the suffixes, s, ed, es, and ing) of a word. The teacher could also be discussing what kind of word the text word is: a compound (a word made up of two words, e.g., cow and boy in COWBOY) or a contraction (one word which is a shortened form of two words, e.g., DON'T for do not).

2. If 31 or 32 occur at the same time as 33 (Ex.: "Look at the word beginning with TR. It's a compound word." Or "What's the first syllable of that word, B-I-G?), only the 33 is coded.
3. If the teacher says "Put it together." after giving a structural prompt, such a prompt is coded 33.
4. Sometimes the teacher will cover part of the text word for the pupil and say, "What's this much of it?" Or "What's this?" Such prompts are coded 33.

CATEGORY 34

Definition: Attention Teacher Prompts (34)

The teacher focuses the pupil's visual attention on all of a text word.

Examples of Category 34

Ex. 1

Text: FRED WAS A BOY WHO LOVED SEALS.

Pupil: "Fred (1) saw (21) a (1) boy who loved seals."

Teacher: "Fred saw? (34)"

Ex. 2

Text: "MY WORD," SAID THE LADY.

Pupil: "My (1) window (21) said (1) the lady."

Teacher: "Is that window (34)?"

Pupil: ". . . um . . . (X)."

Teacher: "Go back and point to the word next to my (34)."

Ex. 3

Text: "WE'RE HERE," GRABBY SAID.

Pupil: "Where (21)."

Teacher: "Not where. Look at that word again." (34)

Ex. 4

Text: WHAT DID I SAY?

Pupil: "Went . . . want (21) did (1) I say?"

Teacher: "What's the word before did? (34)"

OR

Teacher: "Go back to the word before did." (34)

Ex. 5

Text: THEY STOPPED TO LOOK AT THE SIGN.

Pupil: "They (1) stopped to look at the seal. (21)"

Teacher: "Look at the seal?! Point to that word." (34)

Ex. 6

Text: HE DIDN'T STOP.

Pupil: "He (1) did (21)."

Teacher: "What?" (34)

Pupil: ". . . um . . . (X)."

Teacher: "Look at the word after he. It's a contraction." (33)

Coding Rules for Category 34

1. Code 34 whenever the teacher tells the pupil to point to or look at the word for which a miscue was made or asks the pupil what the word is.
2. The teacher response "What?" immediately after a miscue is coded 34. If the pupil says window for WORD and the teacher prompts with "Is that window?", code 34. Prompts such as "Fred saw?" (see Ex. 1) or "Fred what?" are also coded 34.
3. Whenever the teacher tells the pupil to back up or repeat the sentence, designating the specific word on which he is to focus, code 34 (see Ex. 4).
4. Code 34 only when it occurs by itself. Note Ex. 6. The teacher told the pupil which word to look at (34) and at the same time, gave a structural prompt (33). Only 33 is coded.

If you are learning OROS-S, go to p. 31 and do exercise 3.

Continue with the next page if you are learning the full version.

Category 3: Full Version of OROS

In the full version of OROS, all prompts have a third digit code, either 1 or 2. The third digit is used to indicate how much information the teacher gave the pupil in the prompt. When the teacher gives the pupil information by, for example, telling the pupil the first syllable, the prompt is considered a direct prompt. A direct prompt is indicated by the third digit, _ _1. When the teacher asks the pupil to give the information, for example, by asking what the first syllable of a word is, the prompt is considered an indirect prompt. Indirect prompts are indicated by the third digit, _ _2. The distinction between direct and indirect prompts is not determined by whether the teacher gives a statement or asks a question, but by the amount of information given. "The first syllable is cow, isn't it?" is a question, but, since the teacher is telling the pupil the first syllable, the prompt is coded 331. "Spell it." is a statement, but, since the teacher is asking the pupil to spell the word, the prompt is coded 332.

In the full version of OROS, there are seven codes in Category 3:

311 - Letter Name(s)-Direct
312 - Letter Name(s)-Indirect
321 - Spelling-Direct
322 - Spelling-Indirect
331 - Structural-Direct
332 - Structural-Indirect
341 - Attention-Direct

Note that there is no Category 342 (Indirect Attention) because an attention prompt is always direct. Direct and Indirect examples of 31, 32, and 33 follow.

Examples of Categories 3_1 and 3_2 (Excluding 341)

Code		Examples
311	Ex. 1	"Begins with a B now."
	Ex. 2	"That last word doesn't start with M. What does it start with?"
	Ex. 3	"Do you see a D on the beginning of that last word?"
312	Ex. 4	"What does that word start with?"
	Ex. 5	"How does it begin?"
321	Ex. 6	"That's N-O."
	Ex. 7	"N-E-A-R. N-E.A.R."
322	Ex. 8	"Spell it."
	Ex. 9	"What does that spell?"
331	Ex. 10	"Second part is noon. Now put it together."
	Ex. 11	"Do you see two words in there? The first part is an."
	Ex. 12	"That's a contraction for are. Are what?"
332	Ex. 13	"That's a compound word. What's the second part of it?"
	Ex. 14	"Cover G-E-R. What's that much?"
	Ex. 15	"Now add your ending."

Coding Rules for Categories 3_1 and 3_2

1. Whenever a 3_1 and 3_2 occur at the same time, code only the 3_1, as in "That last word doesn't start with M. What does it start with?" (311) and "The first part of that word is an. What's the second part?" (331)
2. If the teacher says "What does that spell?" after a 321, code the prompt 321 since it is considered a continuation of the 321 prompt. (Go back to Ex. 2 on page 21 under examples of Category 32.) "What does that spell?" is coded as 322 whenever the teacher says it after the child has correctly spelled the word. (See also Ex. 3 under examples of Category 32).
3. For 33 codes, general teacher statements or questions, such as "What's the first part?", or "That's a contraction.", are

always coded 332. However, if the teacher gives specific information, such as "It's a contraction for are.", the prompt is coded 331.

4. Sometimes after a 332 prompt, the pupil will figure out the syllables of a word and then the teacher will say "Put it together." This prompt should be coded 332. If "Put it together." follows 331 prompts, it is coded 331 (see Ex. 1 under examples of Category 33).

EXERCISE THREE

Coding Teacher Look Prompts

Directions:

OROS-S Coder Directions: You will be using the four codes you've learned in this section (31, 32, 33, and 34) as well as the three you learned before (1, 21, and 22). Put one of the codes in each of the parentheses below. Do not look back as you do the exercise. The definitions of all these codes should be memorized before you begin.

OROS-Full Version Coder Directions: You will be using the seven codes you've learned in this section (311, 312, 321, 322, 331, 332, 341) as well as the 10 codes you previously learned (1, 210, 211, 212, 222, 213, 223, 224, 215, 225). Put one of the codes in each of the parentheses below. Do not look back as you do the exercise. The definitions of all these codes should be memorized before you begin.

Text: THAT MADE EVERYONE EVEN MORE AFRAID.

Pupil: "That (1) made everyone . . . um . . . (2)."

Teacher: "How does it start? (3)."

Pupil: "With M. (X)"

Teacher: "It starts with E (4)."

Text: THEY FOLLOWED THE FOOTPRINTS WHEREVER THEY LED.

Pupil: "They (5) followed the footprints. . . (6)."

Teacher: "Break it down (7)."

Pupil: ". . . (X)."

Teacher: "Look at the first part (8)."

Pupil: ". . . (X)."

Teacher: "Where (9)."

Text: THE PRINCESS LIVED IN A PALACE OF BLACK GLASS.

Pupil: "The (10) princess lived in a place (11)."

Teacher: "Look at that word again (12)."

Pupil: "Place (X)."

Teacher: "Almost. Look at the first part. What does P-A-L spell? (13)."

Pupil: "Pal (X)."

Teacher: "Good. Now, put it together (14)."

Text: "AND LOOK HERE!" SAID MR. PILK.

Pupil: "And (15) look there (16)."

Teacher: "There's no T on that word (17)."

Pupil: ". . . (X)."

Teacher: "It doesn't start with T. What letter does it start with? (18)."

Text: HE TOOK SOME BASEBALL CARDS FROM HIS POCKET.

Pupil: "He (19) took some buh. . .buh (20)."

Teacher: "It's a compound word (21)."

Pupil: ". . . (X)."

Teacher: "What does this little word spell? (22)." [Writes Ball.]

Pupil: "Ball (X)."

Teacher: "Right. Now cover up the B-A-L-L (23)."

Pupil: ". . . (X)."

Teacher: "Base is the first part and, if ball is the end, what is the word? (24)"

Text: THERE ARE A LOT OF MORGAN BAY PEOPLE OUT HERE.

Pupil: "There (25) are a lot of Monigan (26)."

Teacher: "What's that word? (27)"

Pupil: "Monigan (X)."

Teacher: "Spell it (28)."

Text: THEY DROPPED THEIR LINES IN THE WATER.

Pupil: "They (29) stopped (30)."

Teacher: "Go back to that word (31)."

Pupil: "Stopped (X)."

Teacher: "What letter does it start with? (32)"

Pupil: "S (X)."

Teacher: "Point to the word after they (33)."

Pupil: (Pupil points to dropped.) (X)

Teacher: "That's a D, not an S (34)."

Pupil: " . . . (X)."

Teacher: "D-R-O-P. What does that spell? (35)"

Pupil: "Stop (X)."

Teacher: "It's drop. Now add your ending." (36)

Text: THE HOUND WOULD SOONER RUN THAN SLEEP.

Pupil: "The (37) hound would soon (38)."

Teacher: "What letters does it end with? (39)

Pupil: "So." (X)

Teacher: "E-R on the end (40 ."

Pupil: "E-R (X)."

Teacher: "S-O-O-N-E-R. What is that? (41)"

Text: A FIREMAN'S JOB WAS TO SHOVEL COAL.

Pupil: "A (42) . . . (43)."

Teacher: "Cover up the first part (48)."

Pupil: "Man's (X)."

Teacher: "Do you know what this part is? (45)." [Points to fire.]

Pupil: ". . . (X)."

Teacher: "Fire. Put fire and man together and what word do you have? (46)."

Text: BUT NO ONE CAME TO BUY A SEAL.

Pupil: "But (47) no one comed (48)."

Teacher: "Spell it. (49)"

Pupil: "C-A-M-E (X)."

Teacher: "What does that spell? (50)"

Text: KEN WALKED BACK INTO THE ROOM.

Pupil: "Ken (51) want (52) . . . ."

Teacher: "Cover up the E-D. The first part of that word is walk. What's the whole word? (53)"

Pupil: "Walking (X)."

Teacher: "E-D, not I-N-G, on the end (54)."

Text: HE FED THE SEALS MORE FISH.

Pupil: "He (55) for (56)."

Teacher: "Please repeat that. (X)"

Pupil: "Fed (X) the (57) said (58) . . . ."

Teacher: "S-E-A-L-S. What does that spell (59)?"

Text: A CHEERY FIRE BURNED IN THE FIREPLACE.

Pupil: "A (60) chair (61) fire (62) . . ."

Teacher: "A what fire? (63)"

Pupil: ". . . um . . . (X)."

Teacher: "Spell it for me (64)."

Pupil: "C-H-E-E-R-Y (X)."

Teacher: "What does that spell? (65)."

Text: HELLO. WHERE HAVE YOU YOUNG LADIES BEEN?

Pupil: "Hi (66)."

Teacher: "H-E-L-L-O. What does that spell (67)?"

Pupil: "Hello (X). There (68)"

Teacher: "What letter does that start with (69)?"

Text: "WE'RE HERE," GABBY SAID.

Pupil: "Why (70)."

Teacher: "That's the contraction for we are (71)."

Pupil: "We're (X) here (72) Joe (73)."

Teacher: "Wait! What letter does that start with (74)?"

Pupil: "G. Gabba. (X)"

Teacher: "Y on the end (75)."

Text: FRED WAS A BOY WHO LOVED SEALS.

Pupil: "Fred (76) was a boy who . . . um (77)."

Teacher: "Cover the D. Do you know that word (78)?"

Pupil: "No. (X)"

Teacher: "It's love. Now add the ending (79)."

Pupil: "Loved (X) seas (80)."

Teacher: "Loved what? (81)"

Now turn to page 103 and correct your codes with the key. Use the OROS-S column if you are learning the simplified version and use the OROS-full column if you are learning the full version. Then fill in your score below. Review this section before going on if you received less than the mastery score.

Total possible score	81
Mastery score (90%)	73
My score (fill in)	_____

SECTION IV

Category 4: Sound Teacher Prompts

Whenever the teacher tries to help the pupil recognize a word by focusing his attention on sounds of letters or groups of letters in a word, the prompt is a Category 4 prompt -- a sound prompt. When pupils learn to read, they often learn what sound each letter or letter groups stand for. They also learn rules for when the same letter makes one sound and when it makes another. Thus, pupils are taught all the single consonants in the alphabet, and they learn to identify the first letter of spoken words by what they know about sound-letter correspondences. Pupils also learn other rules, e.g., most vowels make a short sound in three letter words with consonant-vowel-consonant and a long sound in words ending with consonant - e.

The branch of reading in which the sounds of letters are learned is called phonics. There are different ways of teaching phonics. One can work with sounds in isolation: Buh-ă-tuh is said for BAT and the child must blend the sounds into a word. Sounds can also be pronounced within words: "Bat starts with the same sound as ball." In both these cases, the focus is on the letter B, which is pronounced in isolation in the first case and within a word in the second. The focus can also be on groups of letters, as the A-T in BAT: "Bat ends with the same sound as mat." Two other ways of giving sounds are to say only one letter in a word in isolation and the rest in a normal tone, or, to sound out all the letters in the word in isolation.

There is no single digit 4 code in OROS because there are five different ways of working with sound prompts:

Code	Name	Example
41	Isolated Sounds	"That word starts with buh."
42	Sound Out Word	"That's buh-a-tuh. Put it together."
43	Unnatural Stress	"That's buh´-at, buh´-at."
44	Pattern	"Rhymes with mat."
45	Sounds Within Words, Phonics Rules	"Starts like ball."

CATEGORY 41

Definition: Isolated Sounds Teacher Prompts (41)

The teacher says, or asks the pupil to say, the sound for a letter(s) in the text word or miscue in isolation.

Examples of Category 41

Ex. 1

Text: OF COURSE, HE DIDN'T GET ONE.

Pupil: "Of (1) . . . um . . . (21)."

Teacher: "Now, do you know the beginning sound of that word (41)?"

Pupil: "No." (X)

Teacher: "Alright, cuh (41)."

Ex. 2

Text: MY WORD, WHAT WILL STORES SELL NEXT?

Pupil: "My (1) . . . um . . . (21)."

Teacher: "It begins with what sound (41)?"

Pupil: "Wuh." (X)

Teacher: "And what's the next sound? (41)."

Ex. 3

Text: A CHEERY FIRE BURNED IN THE FIREPLACE.

Pupil: "A (1) carriage (21)."

Teacher: "Look at the second word. What does the C-H say (41)?"

Pupil: "Cudch (X)."

Teacher: "C-H says chuh (41)."

Ex. 4

Text: A QUICK LOOK AROUND THE COTTAGE TOLD HIM THAT THE OLD WOMAN WAS NOT AS POOR AS SHE HAD SAID SHE WAS.

Pupil: "A (1) quick look around the cotter (21)."

Teacher: "That G says juh (41)."

Ex. 5

Text: TWO FRIENDS WORKING TOGETHER CAN SHOVEL A LOT OF SNOW QUICKLY.

Pupil: "Two (1) friends working together can shovel a lot of snow . . . (21)."

Teacher: "That Q-U says quah." (41)

Pupil: "Quackly." (X)

Teacher: "That I says i̯ . . . i̯" (41).

Coding Rules for Category 41

1. Any prompt that focuses on one sound in isolation, whether it is a consonant, consonant digraph (CH, TH, WH, SH), vowel, or vowel diphthong (OI, OY, etc.), is coded 41.
2. The codes 34 and 31 are not coded when they occur with a 41 prompt (note Ex. 3 through Ex. 5). Only the 41 is coded.

CATEGORY 42

Definition: Sound Out Word Teacher Prompts (42)

The teacher sounds out, or asks the pupil to sound out, all or most of the text word by saying an isolated sound for each letter.

Examples of Category 42

Ex. 1

Text: THEY WERE GOING TO THE SEVENTH STREET ZOO AND DID NOT LOSE ONE MINUTE GETTING READY.

Pupil: "They (1) were going to the seventh street zoo and did not . . . (21)."

Teacher: "Luh. Sound it out (42)."

Ex. 2

Text: THEY COULD NOT STAY AT THE ZOO FOR THE AFTERNOON AND THEY WERE ANGRY.

Pupil: "They (1) could not sit (21)."

Teacher: "Not sit. Now listen to me: Stuh ā. So, what is it? (42)"

Ex. 3

Text: ALL OF A SUDDEN, THE SKY SEEMED TO OPEN AND THE BRIGHT SUN CAME THROUGH THE SKY.

Pupil: "All (1) of a sudden, the sky seemed to open and the but (21)."

Teacher: "Not but. It's got a long i sound, so you say bruh-ī-tuh (42)."

Ex. 4

Text: THEY WERE GOING TO THE SEVENTH STREET ZOO AND DID NOT LOSE ONE MINUTE GETTING READY.

Pupil: "They (1) were going to the . . . (21)."

Teacher: "S-E-V-E-N-T-H. How do you sound that (42)?"

Pupil: "Suh-e-vuh-e-nuh-thuh." (X)

Teacher: "Now put it together." (42)

Ex. 5

Text: HE DID A MAGIC TRICK.

Pupil: "He (1) did a m-m-m (21)."

Teacher: "Listen. Muh-a-juh. Finish it." (42)

Coding Rules for Category 42

1. Sometimes it may be difficult to distinguish between 41 and 42. Whenever the teacher sounds more than one letter or letter group, code 42. The whole word does not have to be sounded out, but at least several letters must be sounded out (see Ex. 5).
2. If the teacher spells a word and then asks the pupil to sound it out, code only 42 (see Ex. 4). Categories 31 and 34 are also not coded if they occur with a 42.
3. "Now put it together." is coded as 42 when it follows a 42 prompt (see Ex. 4).

CATEGORY 43

Definition: Unnatural Stress Teacher Prompts (43)

The teacher says in isolation the beginning consonant(s) of the text word but says the rest of the text word in a natural manner.

Examples of Category 43

Ex. 1

Text: [illegible] HELPED RED TO LEARN.

Pupil: "He (1) helped Red to teach (21)."

Teacher: "Starts with an L so we can't say teach, luh, luh-earn (43)."

Ex. 2

Text: AT FIRST THE POLICEMAN TOOK RED TO A QUIET STREET.

Pupil: "At (1) . . . (21)."

Teacher: "I heard the first sound, fuh, we have an er sound here. Fuh-irst. Now put it together." (43)

Ex. 3

Text: FIRE TRUCKS WENT BY.

Pupil: "Fire (1) . . . uh . . . (21)."

Teacher: "Starts with truh (41)."

Pupil: "Teach (X)."

Teacher: "Truh-ucks (43)."

Coding Rule for Category 43

1. If 31, 32, 34, and 41 occur with 43, only the 43 is coded.

CATEGORY 44

Definition: Pattern Teacher Prompts (44)

The teacher tells, or asks the pupil to say, a word which rhymes with the text word, (or says a group of letters in it) then substitutes a consonant from the text word into the rhyming word, and asks the pupil to say it.

Examples of Category 44

Ex. 1

Text: BUT WHEN HE GREW UP, FRED OPENED A SEAL STORE.

Pupil: "But (1) when he . . . (21)."

Teacher: "What is this word? [Writes new.] (44)"

Pupil: "New (X)."

Teacher: "I'm going to remove the N and put G-R, so what is it now (44)?"

Ex. 2

Text: THE LITTLE OLD MAN SAID, "TIMES HAVE CHANGED ALL RIGHT."

Pupil: "The (1) little old man said, times have changed all . . . (21)."

Teacher: "Do you know what this says? [Writes light.] (44)"

Pupil: "I don't know." (X)

Teacher: "This is light. If I take the L off and put an R, what is it (44)?"

Ex. 3

Text: JUST WATCH THE ROAD.

Pupil: "Just (1) watch the . . . (21)."

Teacher: "Rhymes with load." (44)

Ex. 4

Text: FIRST HE HAD TO LEARN HOW.

Pupil: "First (1) he had to . . . um . . . (21)."

Teacher: "What does this spell? [Writes burn] (44)."

Pupil: "Ball?" (X)

Teacher: "Burn. If we take that B off, now this won't really spell a word but we're going to get a rhyming word; instead of burn, if we put an L here, we get what (44)?"

Ex. 5

Text: HE WAS AN OLD MAN.

Pupil: "He (1) was an other (21) man." (1)

Teacher: "That's not other. What's this? [Writes told] (44)."

Pupil: "Told." (X)

Teacher: "And if I take the T off, what is it?" (44)

Coding Rules for Category 44

1. Whenever the teacher is working with rhyming words, code 44. The rhyming word and the text word do not have to be spelled the same (see Ex. 4).
2. Consonants may be added or deleted in 44 prompts, or one consonant may be substituted for another. In Ex. 1 through 4, a consonant(s) is substituted for another one. In Ex. 5, the teacher writes TOLD, a word the pupil knows, and then deletes the T. If the pupil had not known the word TOLD, the teacher could have written old and then added the letter T.

3. In a pattern prompt, the teacher will sometimes work with groups of letters within a word the pupil knows. For example if the pupil does not know CLOCK, the teacher can write OCK on the board (or cover up the letters CL in the text) and ask "What's this much of it?" Then she can have him add the C-L, by saying, for example, "Say it with C-L on the beginning." Such prompts are coded 44.
4. Categories 31, 32, 33, and 34 are not coded when they occur with a 44.

CATEGORY 45

Definition: Sounds Within Words, Phonics Rules Teacher Prompts (45)

The teacher tells, or asks the pupil to tell, what sound(s) the letter(s) in the text word makes by saying another word that contains the same sound or by telling or asking about a phonics rule.

Examples of Category 45

Ex. 1

Text: AM I HAPPY YOU THOUGHT OF THIS OLD CEMETERY!

Pupil: "Am (1) I happy you thought of this old kemetery (21)."

Teacher: "It's a soft C in the beginning (45)."

Ex. 2

Text: AND A BITE OF SUPPER.

Pupil: "And (1) a bit (21)."

Teacher: "Is that I long or short?" (45)

Pupil: "Um . . . long." (X)

Teacher: "Right. Why is it long?" (45)

Ex. 3

Text: THEY GOT ON THE TRAIN NEAR THEIR HOUSE AND AWAY THE GIRLS WENT.

Pupil: "They (1) got on the truck (21)."

Teacher: "Not truck. It has the same beginning sound as truck. (45)"

Ex. 4

Text: HELLO, WHERE HAVE YOU YOUNG LADIES BEEN?

Pupil: ". . . um . . . (21)."

Teacher: "Can you say a word that starts the same way (45)?"

Ex. 5

Text: AND A BITE OF SUPPER.

Pupil: "And (1) a bit (21)."

Teacher: "No, not bit. What is the rule we use when a word ends with a consonant and an E (45)?"

Ex. 6

Text: BUT NO ONE CAME TO BUY A SEAL.

Pupil: "But (1) no one came to buy a sal (21)."

Teacher: "When there are 2 vowels together, what happens (45)?"

Pupil: "I don't know." (X)

Teacher: "The first vowel says its name and the second is silent, so that word has the same vowel sound as me." (45)

Coding Rules for Category 45

1. Familiarity with phonics rules will help you accurately code this category. If you are not familiar with phonics rules in reading, study the rules listed in Appendix E.
2. Categories 31 and 34 are not coded when they appear together with a 45.
3. If the teacher uses a phonics term to remind the pupil what sound a letter makes, code 45. However, if the teacher makes the sound for the letter in isolation, code 41. Examples of phonics terms you may hear are: (a) long and short vowels, (b) blends (two consonants together where both consonants can be heard, as in BL, BR, CL, TR, etc.), (c) consonant digraphs (two consonants which form a new sound when together, as in CH, SH, WH, etc.), and (d) vowel dipthongs (two vowels making a new sound, as in OI and OY. If you are completely unfamiliar with phonics, it would help if you skimmed a chapter on teaching phonics in a textbook, such as that by Spache and Spache (1973).

If you are learning OROS-S, go to page 50 and do Exercise 4.

Continue with the next page if you are learning the full version.

Category 4: Full Version of OROS

As in Category 3 codes, all prompts in Category 4 have a third digit number which indicates how much information the teacher is giving in the prompt. Again, direct prompts in which the teacher supplies the information are coded --1, and indirect prompts in which the pupil has to supply the information are coded --2.

In the full version of OROS, there are nine codes in Category 4:

411 - Isolated Sounds-Direct
412 - Isolated Sounds-Indirect
421 - Sound Out Word-Direct
422 - Sound Out Word-Indirect
431 - Unnatural Stress-Direct
441 - Pattern-Direct
442 - Pattern-Indirect
451 - Sounds Within Words, Phonics Rules-Direct
452 - Sounds Within Words, Phonics Rules-Indirect

Note that there is no 432 (Indirect Unnatural Stress) because such a prompt is always direct. Direct and indirect examples of 41, 42, 44, and 45 follow.

Examples of Category 4_1 and 4_2 (Excluding 431)

Code		Examples
411	Ex. 1	"Starts with cuh."
	Ex. 2	"That G says juh."
	Ex. 3	"That I says i̯ . . . i̯."
412	Ex. 4	"Now, do you know the beginning sound of that word?"
	Ex. 5	"And what's the next sound?"
	Ex. 6	"Look at the second word. What does the C-H say?"
421	Ex. 7	"Not sit. Now listen to me: Stuh ā. So, what is it?"
	Ex. 8	"It's got a long i sound, so you say bruh-ī-tuh."
	Ex. 9	"Listen. Muh-ă-juh. Finish it."
422	Ex. 10	"Luh. Sound it out."
	Ex. 11	"S-E-V-E-N-T-H. How do you sound that?"
	Ex. 12	"Now put it together."

Code		Examples	
441	Ex. 13	"Rhymes with load."	Text word: ROAD
	Ex. 14	"This is load. If I take off the L and put an R, what is it?"	Text word: ROAD
442	Ex. 15	"What is this word? [Writes new.]"	Text word: GREW
	Ex. 16	"I'm going to remove the N and put G-R, so what is it now?"	Text word: GREW
451	Ex. 17	"It's a soft C in the beginning."	
	Ex. 18	"Not truck. It has the same beginning sound as truck."	
	Ex. 19	"The first vowel says its name and the second is silent, so that word has the same vowel sound as me."	
452	Ex. 20	"Is that I long or short?"	
	Ex. 21	"Right. Why is it long?"	
	Ex. 22	"Can you say a word that starts the same way?"	
	Ex. 23	"When there are two vowels together, what happens?"	

Coding Rules for Categories 4_1 and 4_2

1. Whenever a 4_1 and 4_2 occur at the same time, code only the 4_1. Example: "That vowel is long, so it has the same vowel sound as what word?" (451)
2. The teacher prompt "Put it together." is coded as a continuation of the previous prompt. If the pupil correctly sounds out a word and the teacher then asks him to put it together, code 422.

EXERCISE FOUR

Coding Teacher Sound Prompts

Directions:

OROS-S Coder Directions: You will be using the five codes you learned in this section (41, 42, 43, 44, and 45) as well as some of the other codes you have learned (1, 21, 22, 31, 32, 33, and 34). Put one code in each of the parentheses below. Do not look back as you do the exercise. The definitions of all these codes should be memorized before you begin.

OROS-Full Version Coder Directions: You will be using the nine codes you learned in this section (411, 412, 421, 422, 431, 441, 442, 451, 452) as well as some of the other codes you have learned, especially Category 2 codes. Put one code in each of the parentheses below. Do not look back as you do the exercise. The definitions of all codes should be memorized before you begin.

Text: KATE WAS LOOKING AT JOHN.

Pupil: "Linda (1)."

Teacher: "It starts with a K so it wouldn't be Linda. Kuh. Kuh (2)."

Pupil: "Country (X)."

Teacher: "Kuh-ā-tuh (3)."

Pupil: ". . . (X)."

Teacher: "It's Kate (X)."

Pupil: "Kate (X) was (4) looking at Jerry (5)."

Teacher: "Juh-ohn (6)."

Text: WE CAN GET THE DOG FOR THE LITTLE GIRL.

Pupil: "Well--he (7)."

Teacher: "That't not an H. If you say he, we're going to have an H there. That's a W. Wuh. Wuh (8)."

Pupil: "When (X)."

Teacher: "Wuh. You don't hear an en. I said wuh-ē (9)."

Text: KATE RAN AFTER THE DOG AS FAST AS SHE COULD GO.

Pupil: "Ken (10)."

Teacher: "Point to the first word again. Kuh-ā (11)."

Pupil: ". . . (X)."

Teacher: "If we take the K off that word, what would we have (12)?"

Pupil: "I don't know (X)."

Teacher: "You'd have A-T-E left. What does that spell (13)?"

Pupil: "Ask (X)."

Teacher: "It's ate. Now put the K in front of ate. What's that (14)?"

Pupil: "Kate (X) rat (15)."

Teacher: "R-A-N. Ruh (16)."

Pupil: "Ran (X) after (17) the dog is (18)."

Teacher: "Ă-ă-s-s-s (19)."

Pupil: ". . . uh . . . (X)."

Teacher: "What do you hear at the end of the word (20)?"

Pupil: "S-s-s (X)."

Teacher: "If we put ă together with s-s-s, what do we get (21)?"

Pupil: "Asked (X)."

Teacher: "As (X)."

Pupil: "As (X) um . . . um ( )." 22

Teacher: "We get the same sound in the middle of the next word ( )." 23

Pupil: "What is it? (X)"

Teacher: "Look at the word. Sound it out for me ( )." 24

Text: AN OLD WOMAN SAW THE HORSE RUNNING INTO TOWN.

Pupil: "As ( )." 25

Teacher: "Look at the end of that word. S-s-s isn't at the end. What does it end with ( )?" 26

Pupil: "Nuh (X)."

Teacher: "It starts with a ( )." 27

Pupil: "An (X) . . . over ( )." 28

Teacher: "What's this word?" [Writes told.] ( )." 29

Pupil: "Told (X)."

Teacher: "Right. Now take off the T and what do you have ( )?" 30

Pupil: "Old (X) . . . work ( )." 31

Teacher: "W-O-M-A-N. Sound it out ( )." 32

Pupil: "Wuh . . . (X)."

Teacher: "Wuh-o-m-m-m ( )." 33

Pupil: "Warm (X)."

Teacher: "Woman (X)."

Pupil: "Woman (X) saw ( ) the horse. . . ( )." 34 35

Teacher: "Starts like red ( )." 36

Pupil: "Run. Running (X) into tuh-tuh-tuh ( )." 37

Teacher: "Tuh. . . tuh. . . own. Say it ( )." 38

Text: JUST NOW SHE CAME BACK.

Pupil: "Um . . . ( )." 39

Teacher: "Make the J sound. You know that ( )." 40

Pupil: "Juh (X)."

Teacher: "Juh'. . .ust. Juh'. . .ust. Put them together ( )." 41

Pupil: "Just (X) new ( )." 42

Teacher: "No. That word rhymes with cow ( )." 43

Pupil: "Now (X) she ( ) . . . um ( )." 44 45

Teacher: "Can you tell me a word that starts with the same sound ( )?" 46

Pupil: "Cake (X)."

Teacher: "Good. This word though ends with M-E, so it's kuh'-āme. What is it ( )?" 47

Pupil: "Come (X) black ( )." 48

Teacher: "There's no B-L blend in the beginning of that word ( )." 49

Text: WAIT FOR ME!

Pupil: "Wuh . . . ( )." 50

Teacher: "Is that A long or short ( )?" 51

Pupil: "Long (X)."

Teacher: "Right, because you have two vowels together. The A says its name and the I is silent ( )." 52

Pupil: "Wait (X) for ( ) me." 53

Text: HE TRIED TO REACH THE RIGHT DOOR.

Pupil: "He (54) tried to run (55)."

Teacher: "Cover the R. That's each. So what is your word (56)?"

Pupil: "Reach (X) the (57) red (58)."

Teacher: "It sounds like night (59)."

Pupil: "Right (X) . . . (60)."

Teacher: "Cover the R. What's that (61)?"

Text: KEN DROPPED HIS HOMEWORK BECAUSE HE WAS LATE.

Pupil: "Ken (62) . . . um (63)."

Teacher: "Say the beginning sound (64)."

Pupil: "Druh (X)."

Teacher: "Will that O be long or short? Remember (65)?"

Pupil: "Dropped (X) his (66) . . . house (67)."

Teacher: "Sound it out, then put it together (68)."

Pupil: ". . . um . . . (X)."

Teacher: "Starts like house (69)."

Pupil: "House (X)."

Teacher: "Hú̓h-ōme-wuh̓-ork (70)."

Text: THEY DROPPED THEIR LINES IN THE WATER.

Pupil: "They (71) D-R (72)."

Teacher: "Alright, sound it out (73)."

Pupil: "Ah . . . um (X)."

Teacher: "What is the beginning sound? (74)"

Pupil: "D (X)."

Teacher: "That's the letter. What sound does D-R make? (75)"

Pupil: "Duh (X)."

Teacher: "Right, duh. And D-R says druh (76)."

Text: WHEN WILL I CATCH A FISH?

Pupil: "When (77) um . . . I don't know (78)."

Teacher: "Try and sound it out (79)."

Pupil: "Tuh . . . tuh . . . (X)."

Teacher: "There's no T there. What sound does W make? (80)"

Pupil: "Um . . . I don't know (X)."

Teacher: "Wuh . . . wuh . . . (81)."

Pupil: "Wuh́ . . . wagen (X)."

Teacher: "Wuh́ . . . ĭll (82)."

Text: ONE NIGHT A WITCH FLEW BY MY WINDOW.

Pupil: "One (83) tie (84)."

Teacher: "Look up here [Writes right.] What is this (85)?"

Pupil: "One day (X)."

Teacher: "This is right. Change the R to N and what is it (86)?"

Pupil: "Night (X) a (87) when (88)."

Teacher: "No. Sound it out (89)."

Pupil: "Wuh (X)."

Teacher: "Come on. Is the I short or long? (90)"

Text: THERE ISN'T MUCH TIME.

Pupil: "There (91) isn't much tuh́-ĭ." (92)

Teacher: "What is the rule for words that end in E? (93)"

Now turn to page 103 and correct your codes with the key. Use the OROS-S column if you are learning the simplified version and use the OROS-full column if you are learning the full version. Then fill in your score below. Review this section before going on if you received less than the mastery score.

Total possible score	93
Mastery score (90%)	84
My score (fill in)	____

SECTION V

Category 5: Meaning Teacher Prompts

If the teacher tries to help the pupil recognize a word by focusing his attention on the meaning of the word he is having problems with or on the meaning of what he is reading, the prompt is a Category 5 prompt--a meaning teacher prompt. If the pupil can not read the word ANGRY, the teacher might say "It means the same thing as mad." Here, the teacher is giving the pupil a word that means the same as the text word. Another way of using meaning to help a pupil recognize words is to use the meaning of the sentence or story being read. Thus, the teacher might ask the pupil to skip the word he is having difficulty with, read to the end of the sentence, and then try to figure out what word might fit in the space. There are two ways of giving meaning prompts, thus, there is no single digit 5 code in OROS.

CATEGORY 51

Definition: Meaning Teacher Prompts (51)

The teacher tells, or asks the pupil to tell, the meaning of a text word.

Examples of Category 51

Ex. 1

Text: KEEP YOUR EYES OPEN FOR EMPTY SOFT DRINK BOTTLES.

Pupil: "Keep (1) your eyes open for . . . (21)."

Teacher: "If the bottle isn't full, then it's . . . (51)."

Ex. 2

Text: OUR APARTMENT IS TOO SMALL FOR A SEAL.

Pupil: "Our (1) . . . (21)."

Teacher: "What do you live in (51)?"

Ex. 3

Text: SHOVELING SNOW.

Pupil: "Um . . . (21)."

Teacher: "What's something you do to get snow away (51)?"

Pupil: "I don't know that first word." (X)

Teacher: [Points to a picture of a boy shoveling snow.] "What is this boy doing with the snow?" (51)

Ex. 4

Text: I WANT A TOY FOR MY BIRTHDAY.

Pupil: "I (1) want a toy for my . . . um . . . (21)."

Teacher: "There's a smaller word in there (33)."

Pupil: "Day (X)."

Teacher: "On what kind of day would you want a toy? (51)"

Ex. 5

Text: A LOOK AROUND THE COTTAGE TOLD HIM THE WOMAN WAS NOT POOR.

Pupil: "A (1) look around the cottage . . .."

Teacher: "Do you know what that word cottage means (51)?"

Coding Rules for Category 51

1. Category 51 occurs whenever the meaning of a word is given, no matter by what technique. Thus, the teacher may give a synonym of the word, a short phrase which means the same thing, or an

antonym of the word. Pointing to a picture that represents the text word is also coded 51 (see Ex. 3), as are non-verbal signals, such as making a sad face when the text word is sad.

2. Category 51 can occur without a miscue (see Ex. 5), or within a series of prompts on a miscue.

CATEGORY 52

Definition: Context Teacher Prompts (52)

The teacher gives, or asks the pupil to give, the meaning of the sentence or story to help the pupil figure out text words.

Examples of Category 52

Ex. 1

Text: AM I HAPPY YOU THOUGHT OF THIS OLD CEMETERY.

Pupil: "Am (1) I happy you thought of this old komi (21)."

Teacher: "Not komi. Remember where they said they were going? (52)"

Ex. 2

Text: SLOWLY HE PUT OUT HIS FOOT AND PUSHED THE WHITE THING.

Pupil: "Slowly (1) he put out his foot and um . . . (21)."

Teacher: "Say blank and go on. See if you can figure it out (52)."

Ex. 3

Text: RETURNING BOTTLES TO STORIES.

Pupil: Returning (1) . . . (21)."

Teacher: "Returning blank to stores. What would fit there? Starts with B (52)."

Ex. 4

Text: HE WAS SHOVELING SNOW.

Pupil: "He (1) was . . . (21)."

Teacher: "Skip that word and go on (52)."

Pupil: "Snow (1)."

Teacher: "He was blank snow. What might it be? (52)"

Ex. 5

Text: FRED WAS A BOY WHO LOVED SEALS.

Pupil: "Fred (1) saw (21) a (1) boy who lived (21) seals (1)."

Teacher: "Did that make sense (52)?"

Ex. 6

Text: SLOWLY HE PUT OUT HIS FOOT AND PUSHED THE WHITE THING.

Pupil: "Slowly (1) he put out his foot and putted (21)."

Teacher: "Slowly he put out his foot and blank the white thing. What do you think that word is? (52)"

Ex. 7

Text: FRED WAS A BOY WHO LOVED SEALS.

Pupil: "Fred (1) saw (21) a (1) boy who lived (21) seals (1)."

Teacher: "What was that (52)?"

Coding Rules for Category 52

1. Category 52 includes all general references to meaning by such statements as "Did that make sense?," "What was that?," "Say blank and go on," or "See if you can figure it out.", as well as specific references to the meaning of a story, such as "Where did John tell his Grandmother he was going?"
2. When 31, 34, and 41 occur with a 52 prompt, code only the 52.

If you are learning OROS-S, go to page 64 and do Exercise 5.

Continue with the next page if you are learning the full verison.

Category 5: Full Version of OROS

In the full version of OROS, all prompts in Category 5 have a third digit code which indicates how much information the teacher is giving the pupil. Again, --1 indicates a direct prompt and --2 an indirect one.

In the full version of OROS, there are four codes in Category 5:

511 - Meaning-Direct
512 - Meaning-Indirect
521 - Context-Direct
522 - Context-Indirect

Both 51 and 52 prompts can be coded --1 or --2.

Examples of Category 5_1 and 5_2

Code		Examples
511	Ex. 1	"If the bottle isn't full, then it's . . .."
	Ex. 2	"What do you live in?"
	Ex. 3	"Look at the picture. What's the boy doing with the snow?"
512	Ex. 4	"Do you know what that word means?"
521	Ex. 5	"Slowly he put out his foot and blank the white thing. What do you think that word is?"
	Ex. 6	"They were going to a store, remember? What might they buy in a store?"
	Ex. 7	"Returning blank to stores. What would fit there? Starts with B."
522	Ex. 8	"Does that make sense?"
	Ex. 9	"Skip it and go on. See if you can figure it out."
	Ex. 10	"Remember what happened in the beginning?"

Coding Rules for Categories 5_1 and 5_2

1. 511 is coded whenever a strong hint about the meaning of a text word is given. For example, if the pupil does not know the word APARTMENT, the teacher might say "What do you live

in?" or "That's the place where you live.", prompts that should be coded 511.

2. 521 includes all specific references to meaning or previous events in the story, while 522 includes prompts that require the pupil to supply the meaning. Thus, the prompt "They were going to a store, remember. What might they buy in a store?" is coded 521, since the teacher is telling what happened previously. But a prompt such as "Remember what happened in the beginning?" is coded 522, since the teacher has not given the pupil any information.
3. Prompts such as "What was that?" are coded 522 unless they indicate that the teacher did not hear the pupil and wants him to repeat what he read.
4. Often the sentence a word appears in will be used to help the pupil figure out a word. When the teacher reads part or all of the sentence for the pupil saying blank for the unknown word, code 521. If the pupil reads the sentence by himself, saying blank for the unknown word, and then the teacher repeats the word, code the prompt as 522, since the pupil read the word first.
5. When the pupil continues reading after being told to skip a word and go on, code his oral reading and miscues as you normally would.

EXERCISE FIVE

Coding Meaning Teacher Prompts

Directions:

OROS-S Coder Directions: You will be using the two codes you learned in this section (51 and 52) as well as some of the other codes you have learned. Put one code in each of the parentheses below. Do not look back as you do the exercise.

OROS-Full Version Coder Directions: You will be using the four codes you learned in this section (511, 512, 521, 522) as well as some of the other codes you have learned. Put one code in each of the parentheses below. Do not look back as you do the exercise.

Text: THE BOY SQUIRTED HIM AGAIN.

Pupil: "The (1) boy splashed (2)."

Teacher: "It means almost the same as splash (3)."

Text: NOW JOHN WAS REALLY ANGRY.

Pupil: "Now (4) John was really . . . (5)."

Teacher: "Remember? Tommy broke John's toy, so what would John be?" (6)

Text: THE PRINCESS LIVED IN A PALACE OF BLACK GLASS.

Pupil: "The (7) princess lived in a place (8) . . . in a palace (X)."

Teacher: "Do you know what that means (9)?"

Pupil: "No, what is it (X)?"

Teacher: "A palace is where kings and queens live (10)."

Text: KEN WALKED OUT OF THE ROOM.

Pupil: "Ken (11) wuh (12)."

Teacher: "Say blank and go on (13)."

Pupil: "Blank (X) out (14) of the room."

Teacher: "You said, 'Ken blank out of the room.' What word fits in there (15)?"

Text: "THANKS," SAID THE LITTLE GIRL.

Pupil: ". . . um . . . (16)."

Teacher: "Skip it and go on (17)."

Pupil: "Said (18) the little girl."

Teacher: "What would she say (19)?"

Pupil: "I don't know." (X)

Teacher: "If you lose something and someone finds it for you, what do you say when they give it back to you (20)?"

Text: "IF I TOLD YOU, YOU MIGHT NOT BELIEVE ME," SAID WALKER.

Pupil: "If (21) I told you, you might not believe me, she (22) Walker (23)."

Teacher: "Does that make sense (24)?"

Text: "SURE," ANSWERED ALBERTA.

Pupil: "Sure (25) answered Alba (26)."

Teacher: "That's a girl's name. (27)"

Text: ONE NIGHT A WITCH FLEW BY MY WINDOW.

Pupil: "One (28) night a winch (29) . . . witch (X)."

Teacher: "Do you know what a witch is (30)?"

Pupil: "No. (X)"

Teacher: "You know that. Sometime people pretend to be witches at Halloween. (31)"

Text: SHE SAID SHE WOULD MAKE ME DISAPPEAR.

Pupil: "She (32) said she would make me . . . duh (33)."

Teacher: "Remember what the witch told him (34)?"

Pupil: "That she'd make him invisible . . . um . . . disappear. (X)"

Teacher: "Do you know what that word means? (35)"

Text: DO YOU WANT TO SEE A MAGIC TRICK WITH MY HAT?

Pupil: "Do (36) you went (37)."

Teacher: "That doesn't make sense. What should it be (38)?"

Pupil: "Do you want (X) to (39) see ah . . . um . . . (40)."

Teacher: "Do you want to see a blank trick with my hat? What word goes in there? (41)"

Pupil: "Funny (X)."

Teacher: "No. When a rabbit gets pulled out of a hat, we say it's what? (42)"

Text: THEY FOUND A BOOK ON THE TRAIN.

Pupil: "They (43) um . . . (44)."

Teacher: "They blank a book on the train. What would make sense in that sentence (45)?"

Pupil: "Saw. (X)"

Teacher: "Not saw. If they didn't lose it, they . . . (46)."

Now turn to page 76 and correct your codes with the key. Use the OROS-S column if you are learning the simplified version and use the OROS-full column if you are learning the full version. Then fill in your score below. Review this section before going on if you received less than the mastery score.

Total possible score	46
Mastery score (90%)	41
My score (fill in)	_____

SECTION VI

Category 6: Pupil Answers to Prompts

The sequence of classroom behavior focused on by OROS is "miscue-prompt-answer." When the target pupil answers a prompt, the answer or attempt at the text word may be incorrect, the answer may be correct, or the attempt at the text word may be correct. OROS thus distinguishes between answers that are responses to prompts that do not call for the text word and answers to prompts that do call for the pupil to say the text word.

Sometimes, a pupil will correct his own miscue with no help from the teacher or another pupil. Such self-corrections are included in Category 6--pupil answers to prompts.

Whenever the teacher is working with a group of pupils, other pupils may interrupt the target pupil when it is not their turn by, for example, saying a word on which the target pupil has miscued. At other times, the teacher may call on a pupil other than the target pupil for the answer to a prompt and then go back to the target pupil. Such other pupil behavior is also coded in Category 6. If the teacher calls on another pupil to read orally, however, the pupil designated to begin reading becomes the target pupil and coding proceeds normally.

Since there are distinctions in the kinds of behaviors coded in Category 6, there is no single digit 6 code in OROS.

CATEGORY 61

Definition: Incorrect Answer/Word (61)

The target pupil incorrectly answers a teacher prompt, attempts the text word unsuccessfully, or says he does not know the answer.

Examples of Category 61

Text: HIS TEACHER TAUGHT HIM MUSIC ON MONDAYS.

Ex. 1

Pupil: "His (1) . . . um . . . (21)."

Teacher: "Spell it (32)."

Pupil: "T-E-C-H." (61)

Ex. 2

Pupil: "His (1) . . . tuh (21)."

Teacher: "What's the first syllable?" (33)

Pupil: "Tell." (61)

Ex. 3

Pupil: "His (1) teacher tell (21)."

Teacher: "Not tell. It rhymes with bought." (44)

Pupil: "Bring." (61)

Ex. 4

Pupil: "His (1) . . . (21)."

Teacher: "You know that word." (X)

Pupil: "No, I don't." (61)

Coding Rules for Category 61

1. No response at all to a teacher prompt is coded 61. Since there is no time limit, 61 should not be coded until the teacher (or another pupil) begins to prompt again.

2. 61 will always occur after a teacher or other pupil prompt.

CATEGORY 62

Definition: Correct Answer (62)

The target pupil correctly answers a teacher prompt without giving the text word or a no meaning change miscue for the text word.

Examples of Category 62

Text: HE LOOKS LIKE A WILDMAN.

Ex. 1

Pupil: "He (1) looks like a woman (21)."

Teacher: "Not woman. What's the first syllable?" (33)

Pupil: "Wild." (62)

Ex. 2

Pupil: "He (1) looks long (21)."

Teacher: "Not long. Sound it out."

Pupil: "Luh-ī-suh . . . No. Luh-ī-kuh." (62)

Ex. 3

Pupil: "He (1) lives (21)."

Teacher: "Spell that word." (32)

Pupil: "L-I-V-E-S." (62)

Coding Rules for Category 62

1. If the pupil gives one or more incorrect answers and then a correct answer, code only the 62 (see Ex. 2).
2. Note that in no case in the examples did the pupil come up with the text word or a no meaning change miscue for the text word.

CATEGORY 63

Definition: Self-Correction (63)

The target pupil, after making a miscue, corrects his own miscue with no help from the teacher or another pupil.

Examples of Category 63

Text: DON'T TELL ANYTHING.

Ex. 1

Pupil: "Don't (1) take (21) anything (1) . . . tell (63) anything."

Ex. 2

Pupil: "Dump (21) . . . um . . . do not (63) tell (1) anything."

Ex. 3

Pupil: "Don't (1) talk (22) any (22)."

Teacher: "That last word is anything." (X)

Pupil: "Don't tell (63) anything. (X)"

Coding Rules for Category 63

1. All self-corrections are coded 63, even if the self-correction is a no meaning change miscue and not the exact text word (see Ex. 2).
2. A 63 is coded only when the teacher has not prompted the pupil on the word self-corrected. In example 3, the teacher prompted ANYTHING and then the pupil self-corrected, on his own, the miscue on TALK.

CATEGORY 64

Definition: Exact Word/No Meaning Change Miscue (64)

The target pupil gives the exact text word or a no meaning change miscue after a teacher or other pupil prompt.

Ex. 1

Text: HE IS STILL UNHAPPY.

Pupil: "He (1) is still un . . . (21)."

Teacher: "You know that word (X)."

Pupil: "No, I don't (61)."

Teacher: "When someone cries, they are . . . (51)."

Pupil: "Sad (64)."

Ex. 2

Text: SUE LIVES IN AN APARTMENT HOUSE.

Pupil: "Sue (1) lives in a (22) part (21)."

Teacher: "That's apartment, not part (X)."

Pupil: "Apartment (64) . . . um . . . (21)."

Teacher: "Look at that word." (34)

Pupil: "Home." (64)

Ex. 3

Text: HE LOOKS LIKE A WILDMAN.

Pupil: "He (1) looks like a . . . (21)."

Teacher: "That's two little words. What's the first word (33)?"

Pupil: "Wild. Wildman (64)."

Ex. 4

Text: RUN ALONG.

Pupil: "Run (1) um . . . (21)."

Teacher: "Cover L-O-N-G. What's that (33)?"

Pupil: "A (62)."

Teacher: "What's the second part of the word (33)?"

Pupil: "Long (62)."

Teacher: "Can you put it together (33)?"

Pupil: "Along (64)."

Coding Rules for Category 64

1. Whenever 62 and 64 occur together, code only the 64. In Ex. 3, the pupil correctly answered the 33 prompt and then went on to give the word ("wildman"), so only 64 is coded.
2. Code 64 whenever the pupil says the text word exactly (no matter what the previous teacher or non-target pupil prompt was) or gives a no meaning change miscue for the text word (see Ex. 1 and 2). Pupils can and often do come up with meaningful miscues for text words after prompts.

CATEGORY 65

Definition: Non-Target Pupil Prompts/Answers (65)

A non-target pupil in the reading group either gives information about the word on which the target pupil has miscued (by prompting or telling the word) or answers a teacher prompt.

Examples of Category 65

Text: HE LOOKS LIKE A WILDMAN.

Ex. 1

Pupil: "He (1) . . . um . . . (21)."

Second Pupil: "Looks. (65)"

Pupil: "Looks (64) like (1) a wind (21)."

Teacher: "Not wind. What's the first part?" (33)

Pupil: "Wet." (61)

Teacher: "No. Do you know, Sue?" (X) [Turns to non-target pupil.]

Second Pupil: "It's wild man." (65)

Pupil: "Wildman." (64)

Ex. 2

Pupil: "He (1) looks . . . (21)."

Second Pupil: "We had that yesterday." (65)

Pupil: "Like (64) a wild . . . (21)."

Teacher: "Does anyone know that?" (X)

Third Pupil: "Wildman." (65)

Pupil: "Wildman (64)."

Coding Rules for Category 65

1. Code 65 only when the non-target pupil interrupts to talk about the oral reading lesson.
2. If another pupil helps the target pupil, regardless of how he helps, code 65.
3. If the teacher directs a prompt to any pupil other than the target pupil, code 65 no matter what the non-target pupil's answer is.

4. Note that coding continues as usual after a 65 interruption. In Ex. 1, a second pupil says "Looks." Then the target pupil says the exact text word and the answer is coded 64.

EXERCISE SIX

Coding Pupil Answer to Prompts

Directions: (All Coders)

Put one code in each of the parentheses below. Most codes will be 6 codes (61, 62, 63, 64, 65), but other codes will occur. Use OROS-S for all other codes if that is the version you have learned and use OROS-Full Version codes if you have learned the full version. Don't look back as you do the exercise.

Text: JOHN CALLED, "COME ON, KATE."

Pupil: "Jerry (1)."

Teacher: "Look at that word again. (2)"

Pupil: " . . . (3)."

Teacher: "You said it before (X)."

Pupil: "Jeff (4)."

Second Pupil: "John (5)."

Pupil: "John (6) called (1), come on Kate."

Text: LET'S GO AFTER HIM.

Pupil: "Let (7) go (8), let's (9) go catch (10)."

Teacher: "That's A-F-T-E-R." (11)

Pupil: "And (12)."

Teacher: "Let's go blank him. Start with A." (13)

Pupil: "After (14) him (1)."

Text: KATE AND JOHN RAN AS FAST AS THEY COULD GO.

Pupil: "Kate (15) and John ran so (16)."

Teacher: "A-s (17)."

Second Pupil: "As (18)."

Pupil: "As (19) fast (20) so (21) as (22) they (23) . . . um . . . (24)."

Teacher: "What letter does it start with (25)?"

Pupil: "C (26)."

Teacher: "What sound is that (27)?"

Pupil: "Kuh (28)."

Second Pupil: "Could (29)."

Pupil: "Could (30)."

Text: THAT DOG IS RUNNING AWAY.

Pupil: "The (31) dog (32) . . . that (33) dog is (34) ruh (35)."

Teacher: "Cover up the N-I-N-G. What's that much? (36)"

Pupil: "Run (37)."

Teacher: "What is the ending (38)?"

Pupil: "I-N-G (39)."

Teacher: "Put it together (40)."

Pupil: "I don't know how. (41)"

Second Pupil: "Running (42)."

Text: HE LOOKED TOWARD THE VAN.

Pupil: "He (43) look (44) tod (45) . . . he looked (46) toward (47) the blank (48)."

Teacher: "You know that word (X)."

Pupil: "Very (49)."

Teacher: "Not quite (X)."

Pupil: "Van (50)."

Text: A CHEERY FIRE BURNED IN THE FIREPLACE.

Pupil: "A (51) cold (52)."

Teacher: "Look at that word again (53)."

Pupil: "Calm (54)."

Teacher: "What does C-H say (55)?"

Pupil: "Chuh (56)."

Second Pupil: "Cheery (57)."

Pupil: "Cheery (58) fat (59 . . . no, fire (60)."

Now turn to page *84* and correct your codes with the key. Use the appropriate column, depending on which version you are learning. Then fill in your score below. Review this section before going on if you received less than the mastery score.

Total possible score 60

Mastery score (90%) 54

My score (fill in) _____

SECTION VII

Category 7: Teacher Feedback and Management

Teaching does not proceed without teacher feedback and management. In oral reading a teacher may instruct a pupil where to begin reading, have him reread something, ask him to read louder, or tell him to stop reading. Teachers also give pupils feedback by telling them they are right or wrong or encouraging them to try a word.

The behaviors in Category 7 include general teacher feedback and management behaviors related to the oral reading lesson. There is no single digit 7 code since four kinds of feedback and management can occur:

Code	Name	Example
71	Positive Feedback/ Encouragement	"You know that word."
72	Negative Feedback	"Not tried."
73	Management	"Turn to page 62."
74	Turns to Another Pupil	"Tom, do you know that word?"

CATEGORY 71

Definition: Positive Feedback/Encouragement (71)

The teacher praises the target pupil or encourages him to attempt a word.

Examples of Category 71: (All Teacher Responses)

Ex. 1 "Very good."

Ex. 2 "Say it."

Ex. 3 "You almost said it."

Ex. 4 "You know that."

Ex. 5 "Alright, very good."

Ex. 6 "You're close."

Ex. 7 "That's right. It's found."

Ex. 8 "I know you know that word."

Ex. 9 "No, not tried. You almost had it."

Coding Rules for Category 71

1. Whenever 71 occurs with a 3_, 4_, or 5_, do not code 71. Thus, if Ex. 8 had read "Look at that word again. I know you know it.", the proper code would have been 34. Code 71 only when it occurs by itself.
2. Do not code such habitual one word teacher responses as OK, alright, or h-m-m as 71. Code only obvious praise words.
3. Whenever negative feedback occurs with encouragement, as in Ex. 9, code only the encouragement.
4. Whenever the teacher repeats only the exact word the pupil has said, code 71 (see Ex. 7), since the teacher's repeating the pupil's correct answer (or correct word) is positive feedback.

CATEGORY 72

Definition: Negative Feedback (72)

The teacher tells the target pupil that a particular answer or miscue is incorrect.

Examples of Category 72: (All Teacher Responses)

Ex. 1 "No."

Ex. 2 "Not tried."

Ex. 3 "That word's not find."

Ex. 4 "You got the third word wrong."

Ex. 5 "The word after school isn't party."

Coding Rule for Category 72

1. Whenever Category 72 occurs immediately before or after a Category 3_, 4_, or 5_ prompt, do not code the 72. Thus, if Ex. 2 had read "Not tried. What word do you think would fit there?", the proper code would have been 52. Code 72 only when it occurs by itself.

CATEGORY 73

Definition: Management (73)

The teacher instructs the target pupil to begin reading, tells him to read slowly or carefully, directs the pupil where to read, or asks the pupil to repeat a sentence because (a) the pupil was not understood, (b) the teacher wants the pupil to read the sentence with no miscues, or (c) the teacher wants the pupil to read with more expression.

Examples of Category 73: (All Teacher Responses)

Ex. 1 "What are you saying?"

Ex. 2 "Read that again with more expression. Read it like it's talking."

Ex. 3 "Start on page two."

Ex. 4 "Everyone turn to page one and we'll follow along with Susie while she reads out loud. OK, Susie."

Ex. 5 "Read louder."

Ex. 6 "Start again. Now pay attention."

Ex. 7 "No, try again."

Ex. 8 "No, start at the beginning of the sentence."

Ex. 9 "What do you do when you don't know a word?"

Ex. 10 "I didn't hear you. Start over."

Ex. 11 "Start reading on the first page."

Ex. 12 "You want to read the title first."

Ex. 13 "What was that?"

Ex. 14 "Say that word."

Ex. 15 "Do you want me to tell you or do you want to figure it out?"

Ex. 16 "How do we say that?"

Coding Rules for Category 73

1. Note that Ex. 13, "What was that?", was used by the teacher here as a direction for the pupil to repeat because the pupil was not heard clearly. Such usage distinguishes this code from a 52.
2. All management statements having to do with oral reading fall in this category. When a teacher statement about oral reading doesn't fit under 3_, 4_, or 5_, code the behavior as 73.

CATEGORY 74

Definition: Turns to Another Pupil (74)

The teacher turns to a non-target pupil for the answer to a prompt, asks any non-target pupil to respond or asks the non-target pupil to help the target pupil.

Examples of Category 74: (All Teacher Responses)

Ex. 1 "Does anyone know that word?"

Ex. 2 "Joe, can you help him out?"

Ex. 3 "Can anyone tell me what W-H-E-N spells?"

Ex. 4 "Mary, tell Jane that word."

Coding Rules for Category 74

1. Code 74 whenever the teacher turns to another pupil, even if the pupil is not named (see Ex. 1 and Ex. 3).
2. When a 74 occurs along with another prompt, as in Ex. 3 where a 32 occurs, code only the 74 because the teacher is usually repeating a prompt given previously.

EXERCISE SEVEN

Coding Teacher Feedback and Management

Directions: (All Coders)

Put one code in each of the parentheses below. Most codes will be 7 codes (71, 72, 73, 74) but other codes will occur. Use OROS-S for all other codes if that is the version you have learned, and use OROS-Full Version codes if you have learned the full version. Don't look back as you do the exercise.

Text: "HELLO, WALKER," YELLED THE WITCH.

Pupil: "Hello (1) walked (2)."

Teacher: "Start over, please, a little louder (3)."

Pupil: "Hello Walker (4) yuh (5)."

Teacher: "Come on try it (6)."

Pupil: "Yell, yelled (7)."

Teacher: "Very good (8)."

Text: THE RUNNING DOG.

Teacher: "Pay attention--read the title first (9)."

Pupil: "Look (X)."

Teacher: "Mary, show Carl where we are (10)."

Pupil: "The (11) runner (12)."

Teacher: "That's not runner (13)."

Pupil: "Ruh . . . ŭ . . . nuh." (14)

Teacher: "That's almost it (15)."

Text: "WELL," SAID WALKER.

Pupil: "When (16)."

Teacher: "No, not when (17)."

Pupil: "Where (18)."

Teacher: "Not W-H, W-E is on the beginning. Sound that much. (19)"

Pupil: "Wuh-ĕ . . (20)."

Teacher: "That's right so far, keep going (21)."

Pupil: ". . . I can't. (22)"

Teacher: "Joe, tell him what it is (23)."

Text: "MAYBE I WOULD," SAID ALBERTA.

Pupil: ". . . (24)."

Teacher: "It's 2 words together (25)."

Pupil: "Might (26)."

Teacher: "No, not might (27)."

Pupil: ". . . (28)."

Teacher: "We're right here. Now go ahead and read (29)."

Pupil: "Maybe (30) I would said Alberta."

Teacher: "Go back and read that again but this time take the pencil out of your mouth (31)."

Text: NO ONE CAN DO THAT.

Pupil: "On (32)."

Teacher: "That's not right (33)."

Pupil: "No (34) one (35) could (36)."

Teacher: "Stop. You said a word wrong (37)."

Pupil: "Where? (38)"

Teacher: "Jeff, show him where he made the mistake (39)."

Text: THEY FOLLOWED HIM OUT OF THE STORE.

Pupil: "They (40) find (41)."

Teacher: "No, that's not find (42)."

Pupil: "Forget (43)."

Teacher: "Come on, you know it! (44)"

Pupil: "Fast (45)."

Teacher: "George, can you help him? (46)"

Second Pupil: "Followed (47)."

Pupil: "Followed (48)."

Teacher: "Start the sentence over again, please (49)."

Text: HE COULDN'T BELIEVE HIS EARS.

Pupil: "He (50) couldn't but (51)."

Teacher: "No, that's wrong. Try again. You can do it (52)."

Pupil: "Best (53)."

Teacher: "No (54)."

Pupil: "I don't know (55)."

Teacher: "Can anyone help him? (56)"

Second Pupil: "Believe (57)."

Teacher: "OK, please read the sentence over again from the beginning (58)."

Now turn to page 89 and correct your codes with the key. Use the appropriate column. Then fill in your score below. Review this section before going on if you received less than the mastery score.

Total possible score 58

Mastery score (90%) 52

My score (fill in) _____

SECTION VIII

Category 8: Teacher Telling

All teacher prompts are not successful: pupils do not always come up with the exact text word or a no meaning miscue for it after a prompt. In such cases, the teacher will usually tell the pupil the word so that he can go on reading. Some teachers may just tell the pupil all words with no prompting whatsoever. Telling Category 8 is placed in a separate category from the prompt categories of 3, 4, and 5 because telling is not the same thing as a hint or clue to help the pupil recognize the word. There is only one code, 8, in this category since no distinctions are possible when the teacher tells a word.

A frequently occurring sequence during all oral reading lessons is 8-64-1: The teacher tells the word and the pupil continues reading. Only teacher telling is coded as 8. Non-target pupils may interrupt and tell the word, but as you have previously learned, such pupil interruptions are coded 65.

CATEGORY 8

Definition: Teacher Telling (8)
The teacher tells the pupil the unknown word with a normal pronunciation.

Examples of Category 8

Ex. 1

Text: THE WAVES SWEPT HIM OUT TO SEA.

Pupil: "The (1) waves . . . . um (21)."

Teacher: "That word is swept (8)."

Pupil: "Swept (64) him (1) out to sea."

Ex. 2

Text: THE STORES ARE CLOSED.

Pupil: "The (1) . . . (21)."

Teacher: "Cover the S. What is that much (33)?"

Pupil: "Sorry (61)."

Teacher: "Store. Now add your S (33)."

Pupil: "Stores (64)."

Ex. 3

Text: THE MORNING BIRDS SANG.

Pupil: "The (1) morning . . . um . . . (21)."

Teacher: "The morning birds (8)."

Pupil: "The morning birds (64) sang. (1)"

Coding Rules for Category 8

1. Code 8 only when the teacher tells the whole word in a normal pronunciation. In Ex. 2, "Store. Now add your S." is coded 33 because the base word only, not the complete word, was said by the teacher.
2. Category 8 is used only when the teacher tells the pupil a word he has attempted. Sometimes, when a pupil is having a lot of difficulty, the teacher will read the whole sentence for him before he has attempted it. Do not code 8 in these cases.
3. Be sure to distinguish 8 from 43, unnatural stress, in which the whole word is said but the first consonant(s) is sounded in isolation.

EXERCISE EIGHT

Coding Teacher Telling

Directions: (All Coders)

Put one code in each parentheses below. For codes other than 8, use the codes in the version of OROS you have learned. Don't look back as you do the exercise.

Text: THE BOY DIDN'T SAY ANYTHING.

Pupil: "The (1) boy did (2)."

Teacher: "Didn't (3)."

Pupil: "Didn't (4) say (5) . . . (6)."

Teacher: "Do you see a part of it you know (7)?"

Pupil: "No. (8)"

Teacher: "There's thing (9)."

Pupil: "Thing (10)."

Teacher: "What's the rest of it (11)?"

Pupil: "Something (12)."

Teacher: "Anything (13)."

Pupil: "Anything (14)."

Text: MOST PEOPLE WERE STILL ASLEEP.

Pupil: "Many (15)."

Teacher: "Look at that word carefully (16)."

Pupil: "Many." (17)

Teacher: "Most (18)."

Pupil: "Most (19) people (20) went (21)."

Teacher: "R-E on the end (22)."

Pupil: "Where (23)."

Teacher: "Were (24)."

Pupil: "Were (25) . . . (26)."

Teacher: "If we pretend the S-T is an H, what would it be (27)?"

Pupil: ". . . um . . . (28)."

Teacher: "Hill (29)."

Pupil: "Hill (30)."

Teacher: "So with an S-T it's still (31)."

Text: DON'T DO THAT!

Pupil: "Don't (32) do . . . (33)."

Teacher: "It's thuh-at." (34)

Pupil: "That." (35)

Now turn to page 95 and correct your codes with the key. Use the appropriate column.

Total possible score	35
Mastery Score (90%)	31
My score (fill in)	_____

SECTION IX

Category 9: Non-Oral Reading/Other

The purpose of OROS is to record the strategies teachers use to help pupils recognize words during oral reading. Thus, the focus is on word recognition strategies of pupils and the teacher's approach to word recognition. Oral reading lessons will frequently include other reading activities, especially comprehension. After portions of a story have been read (e.g., one paragraph or a page), the teacher may stop the oral reading for a few minutes and ask questions about what has been read to see if pupils understood what they read. Comprehension questions do not focus on word recognition and are thus included in Category 9--Non-oral reading/other.

All behaviors that do not focus on word recognition during oral reading are included in Category 9. Examples of such behaviors are comprehension questions and answers, disciplinary actions by the teacher (e.g., telling students to be quieter), instructions for seat work, and irrelevant comments (e.g., saying it's hot). Because all such behaviors represent situations in which the teacher and/or pupil is off-task, that is, not talking about oral reading, they are lumped together in Category 9. There are no other codes in Category 9, since OROS is not designed to describe such behaviors as classroom control and comprehension questions.

CATEGORY 9

Definition: Non-Oral Reading/Other (9)

The teacher, target pupil, or non-target pupil is not talking about word recognition during oral reading; there is too much confusion to code; or the teacher reads orally what the pupil has not attempted.

Examples of Category 9

Ex. 1

Text: THE DOG IS BROWN.

Pupil: "The (1) dog is brown. Mrs. Jones, I have a black dog. (9)"

Teacher: "Tim, you're not paying attention. Keep reading (73)."

Ex. 2

Text: THE WAVES SWEPT HIM OUT TO SEA.

Pupil: "The (1) waves swept him out to sea."

Teacher: "Before you turn the page, what do you think will happen, next?" (9)

Pupil: "He'll be rescued."

Teacher: "How?"

Pupil: "He'll light a fire in the boat."

Teacher: "Well, maybe. Let's keep reading to see what will happen. John, you read next." (73)

Ex. 3

Text: THE CAT WAS ASLEEP ON THE BED.

Pupil: "The (1) cat."

Second Pupil: "Stop pushing me!" (9)

Teacher: "Move your chair over here, Gabby, and sit up straight. Now, Sue, keep reading. (73)"

Ex. 4

Text: AND THAT'S WHY THE STORE WAS PINK.

Pupil: "And (1) that's why the store was pink."

Teacher: "Very good job! (71) Now, go to your desks and do page 75 of your work books. (9)"

Coding Rules for Category 9

1. Whenever the teacher-pupil interaction is inaudible because of the quality of the tape or because several people are talking at once, code 9. Begin coding other OROS codes again as soon as the tape is audible or as soon as only one person is talking.
2. As with Category 1, Category 9 is coded as soon as the behavior is recognized and not coded again. If 9 appears at the beginning of a lesson or during a lesson, it is usually followed by 73 and 1. If it occurs at the end, as in Ex. 4, no other codes will follow.
3. If a pupil is having much difficulty reading, that is, has many miscues, the teacher may designate another pupil to read. This pupil then becomes the target pupil. Sometimes, the teacher will read a sentence or two to the pupil before he has attempted the sentence. Code 9 when the teacher does this.

If the pupil then begins to read what the teacher read, code 1's and 2's as you normally would for the pupil's reading. Category 64 is not used when the pupil reads words that were read to him by the teacher before he attempted to read them himself.

4. Note Ex. 3. The second pupil interruption is coded 9, not 65, because the interruption is not related to oral reading.

EXERCISE NINE

Coding Non-Oral Reading/Other

Directions: (All Coders)

Put one code in each parentheses below. For coders other than 8, use the codes in the version of OROS you have learned.

Text: I AM WASHING MY HANDS BEFORE DINNER.

Pupil: "I (1) am washing my hands. My mother makes me wash my hands all the time! (2)

Teacher: "That's good for you. Keep on reading. (3)"

Pupil: "Before (4) dinner.

Teacher: "Why do you think she washes her hands before dinner?" (5)

Pupil: "To make them clean. That way her food won't get dirty."

Teacher: "OK. Go back to your seats now and do the exercise I've written on the board."

Text: THE BOY WAS WALKING SLOWLY DOWN THE STREET.

Teacher: "As you read, think of the answers to the following 2 questions: (1) Why was the boy afraid? and (2) What did he do to his dog? (6) Now, Tommy, start reading on page 2. (7)"

Pupil: "The (8) boy was walking."

Second Pupil: "This picture shows he's running!" (9)

Teacher: "Let Tommy read, now. Be quiet until it's your turn. Tommy, read a little louder for me. (10)"

Pupil: "Slowly (11) down the street."

Second Pupil: "I want to read! I want to read." (12)

Text: THE DOG ATE THE BIRTHDAY CAKE.

Pupil: "The (13) dog ate the birthday . . . (14)."

Second Pupil: "Cake (15)."

Pupil: "Cake (16)."

Second Pupil: "Boy, I bet that dog had a stomach ache!" (17)

Text: WHY ARE THEY HIDING?

Pupil: "Why (18) are they hiding?"

Teacher: "Before you find out, why do you think they're hiding? (19)"

Pupil: "Because they stole money!"

Teacher: "Maybe. Read on now. (20)"

APPENDIX A

Definitions of All OROS Categories

Definition of All OROS Categories

This Appendix lists the definitions of all the categories in OROS for easy reference whenever you have a question about a code. All categories are defined in the same order as they appear in this manual. Italicized definitions refer to codes which only appear in the Full Version of OROS. If you learned OROS-S, skip those definitions in italics. If you learned the full version of OROS, all definitions apply.

Category 1 - Target Pupil-Exact Oral Reading. The pupil whom the teacher has asked to read is reading words in the story exactly as they appear.

Category 21 - Target Pupil-Meaning Change Miscues. The pupil's miscue changes the intended meaning of the sentence.

Category 22 - Target Pupil-No/Low Meaning Change Miscues. The pupil's miscue changes the intended meaning of the sentence slightly or not at all.

Category 210 - No Response/Don't Know Miscues. The pupil does not attempt the text word at all. Rather, he stops reading or says he does not know the word.

Category 211 - Sounding or Naming Letter(s). The pupil makes an isolated sound for one or more letters in the text word (e.g., "buh-a-tuh" for BAT) or names one or more letters in the text word (e.g., "B-A-T" for BAT).

Category 2_2 - No/Low Similarity Miscues. The pupil substitutes a word that has fewer than half of the letters the same as the letters in the text word.

Category 2_3 - High Similarity Miscues. The pupil substitutes a word that has at least half of its letters the same as letters in the text word.

Category 224 - Dialect Based Miscues. The pupil's miscue occurs because he is translating text grammar or words into his own language.

Category 2_5 - Insertion/Omission Miscues. The pupil omits a word that is in the text or inserts a word not in the text.

Category 31 - Letter Name(s) Teacher Prompts. The teacher names, or asks the pupil to name, a letter (or several letters) within the text word or miscue.

Category 311 - Letter Name(s) Teacher Prompts. The teacher names a letter (or several letters) within the text word or miscue.

Category 312 - Letter Name(s) Teacher Prompts. The teacher asks the pupil to name a letter (or several letters) within the text word or asks if a letter appears in it.

Category 32 - Spelling Teacher Prompts. The teacher spells, or asks the pupil to spell, the text word or miscue.

Category 321 - Spelling Teacher Prompts. The teacher spells the text word or miscue for the pupil.

Category 322 - Spelling Teacher Prompts. The teacher asks the pupil to spell the text word or miscue.

Category 33 - Structural Teacher Prompts. The teacher tells, or asks the pupil to tell, about the text word's structural components, i.e., its syllables, base or inflected ending, or kind of word (compound or contraction).

Category 331 - Structural Teacher Prompts. The teacher tells the pupil one or more syllables of the text word, its base or inflected ending, or what kind of compound or contraction it is.

Category 332 - Structural Teacher Prompts. The teacher simply asks the pupil to tell a syllable of the text word or its base or inflected ending or tells the pupil the word has more than 1 syllable or is a compound or contraction.

Category 34 - Attention Teacher Prompts. The teacher focuses the pupil's visual attention on all of a text word.

Category 341 - Attention Teacher Prompts. The teacher focuses the pupil's visual attention on all of a text word.

Category 41 - Isolated Sounds Teacher Prompts. The teacher says, or asks the pupil to say, the sound for a letter(s) in the text word or miscue in isolation.

Category 411 - Isolated Sounds Teacher Prompts. The teacher says in isolation the sound for a letter(s) in the text word or miscue.

Category 412 - *Isolated Sounds Teacher Prompts. The teacher asks the pupil to say in isolation the sound for a letter(s) in the text word or miscue.*

Category 42 - Sound Out Word Teacher Prompts. The teacher sounds out, or asks the pupil to sound out, all or most of the text word by saying an isolated sound for each letter.

Category 421 - *Sound Out Word Teacher Prompts. The teacher sounds out all or most of the text word by saying an isolated sound for each letter.*

Category 422 - *Sound Out Word Teacher Prompts. The teacher asks the pupil to sound out all or most of the text word by saying an isolated sound for each letter.*

Category 43 - Unnatural Stress Teacher Prompts. The teacher says in isolation the beginning consonant(s) of the text word but says the rest of the text word in a natural manner.

Category 431 - *Unnatural Stress Teacher Prompts. The teacher says in isolation the beginning consonant(s) of the text word but says the rest of it in a natural manner.*

Category 44 - Pattern Teacher Prompts. The teacher tells, or asks the pupil to say, a word which rhymes with the text word, (or says a group of letters in it) then substitutes a consonant from the text word into the rhyming word and asks the pupil to say it.

Category 441 - *Pattern Teacher Prompts. The teacher tells the pupil a word which rhymes with the text word or tells how to say a group of letters in it.*

Category 442 - *Pattern Teacher Prompts. The teacher asks the pupil to say a word which rhymes with the text word (or some of the letters) and then substitutes a consonant from the text word and asks the pupil to say it.*

Category 45 - Sounds Within Words, Phonics Rules Teacher Prompts. The teacher tells, or asks the pupil to tell, what sound(s) the letter(s) in the text word make by saying another word containing the same sound or by telling, or asking, about a phonics rule.

Category 451 - *Sounds Within Words, Phonics Rules Teacher Prompts. The teacher tells what sound(s) the letter(s) in the text word make by saying a word which contains the same sound or tells a phonics rule.*

Category 452 - *Sounds Within Words, Phonics Rules Teacher Prompts. The teacher asks the pupil to say a word containing a same letter(s) as the text word or asks about a phonics rule.*

Category 51 - Meaning Teacher Prompts. The teacher tells, or asks the pupil to tell, the meaning of a text word.

Category 511 - *Meaning Teacher Prompts. The teacher gives the meaning of a text word.*

Category 512 - *Meaning Teacher Prompts. The teacher asks the pupil what the meaning of a text word is.*

Category 52 - Context Teacher Prompts. The teacher gives, or asks the pupil to give, the meaning of the sentence or story to help the pupil figure out text words.

Category 521 - *Context Teacher Prompts. The teacher gives the meaning of the sentence or story to help the pupil figure out a text word.*

Category 522 - *Context Teacher Prompts. The teacher asks the pupil to use the meaning of the sentence or story to figure out a text word.*

Category 61 - Incorrect Answer/Word. The target pupil incorrectly answers a teacher prompt, attempts the text word unsuccessfully, or says he does not know the answer.

Category 62 - Correct Answer. The target pupil correctly answers a teacher prompt without giving the text word or no a meaning change miscue for the text word.

Category 63 - Self-Correction. The target pupil, after making a miscue, corrects his own miscue with no help from the teacher or another pupil.

Category 64 - Exact Word/No Meaning Change Miscue. The target pupil gives the exact text word or a no meaning change miscue after a teacher or other pupil prompt.

Category 65 - Non-Target Pupil Prompts/Answers. A non-target pupil in the reading group either gives information about the word on which the target pupil has miscued (by prompting or telling the word) or answers a teacher prompt.

Category 71 - Positive Feedback/Encouragement. The teacher praises the target pupil or encourages him to attempt a word.

Category 72 - Negative Feedback. The teacher tells the target pupil that a particular answer or miscue is incorrect.

Category 73 - Management. The teacher instructs the target pupil to begin reading, tells him to read slowly or carefully, directs the pupil where to read, or asks the pupil to repeat a sentence because (a) the pupil was not understood, (b) the teacher wants the pupil to read the sentence with no miscues, or (c) the teacher wants the pupil to read with more expression.

Category 74 - Turns to Another Pupil. The teacher turns to a non-target pupil for the answer to a prompt, asks any non-target pupil to respond or asks the non-target pupil to help the target pupil.

Category 8 - Teacher Telling. The teacher tells the pupil the unknown word with a normal pronunciation.

Category 9 - Non-Oral Reading/Other. The teacher, target pupil, or non-target pupil is not talking about word recognition during oral reading; there is too much confusion to code; or the teacher reads orally what the pupil has not attempted.

APPENDIX B

Keys for all Exercises

EXERCISE TWO KEY

Item	OROS-S Code	OROS-Full Code	Item	OROS-S Code	OROS-Full Code
1	1	1	47	21	211
2	22	224	48	1	1
3	21	213	49	21	213
4	1	1	50	1	1
5	21	215	51	1	1
6	22	222	52	21	213
7	1	1	53	21	213
8	22	224	54	1	1
9	22	222	55	1	1
10	1	1	56	22	225
11	21	212	57	22	224
12	1	1	58	1	1
13	21	210	59	21	210
14	22	223	60	22	223
15	1	1	61	21	212
16	22	223	62	21	211
17	21	211	63	1	1
18	1	1	64	21	211
19	22	224	65	22	222
20	22	225	66	22	223
21	21	212	67	1	1
22	21	212	68	22	225
23	22	223	69	1	1
24	21	213	70	21	215
25	21	211	71	1	1
26	1	1	72	22	224
27	22	225	73	21	215
28	21	213	74	21	210
29	1	1	75	1	1
30	22	222	76	22	225
31	1	1	77	1	1
32	22	223	78	1	1
33	21	210	79	21	215
34	1	1	80	21	210
35	22	223	81	1	1
36	21	213	82	22	225
37	21	213	83	1	1
38	22	222	84	22	225
39	1	1	85	1	1
40	22	224	86	21	215
41	1	1	87	1	1
42	1	1	88	22	223
43	21	210	89	1	1
44	1	1	90	22	225
45	22	225	91	1	1
46	1	1	92	21	211

EXERCISE THREE KEY

Item	OROS-S Code	OROS-Full Code	Item	OROS-S Code	OROS-Full Code
1	1	1	41	32	321
2	21	210	42	1	1
3	31	312	43	21	210
4	31	311	44	33	332
5	1	1	45	33	332
6	21	210	46	33	331
7	33	332	47	1	1
8	33	332	48	22	224
9	33	331	49	32	322
10	1	1	50	32	322
11	21	213	51	1	1
12	34	341	52	21	212
13	33	332	53	33	331
14	33	332	54	31	311
15	1	1	55	1	1
16	21	213	56	21	212
17	31	311	57	1	1
18	31	311	58	21	212
19	1	1	59	32	321
20	21	211	60	1	1
21	33	332	61	21	212
22	33	332	62	1	1
23	33	332	63	34	341
24	33	331	64	32	322
25	1	1	65	32	322
26	21	213	66	22	222
27	34	341	67	32	321
28	32	322	68	21	213
29	1	1	69	31	312
30	21	213	70	21	212
31	34	341	71	33	331
32	31	312	72	1	1
33	34	341	73	21	212
34	31	311	74	31	312
35	33	332	75	31	311
36	33	331	76	1	1
37	1	1	77	21	210
38	22	223	78	33	332
39	31	312	79	33	331
40	31	311			

EXERCISE FOUR KEY

Item	OROS-S Code	OROS-Full Code	Item	OROS-S Code	OROS-Full Code
1	21	212	48	21	212
2	41	411	49	45	451
3	42	421	50	21	211
4	1	1	51	45	452
5	21	212	52	45	451
6	43	431	53	1	1
7	21	213	54	1	1
8	41	411	55	21	212
9	42	421	56	44	441
10	21	212	57	1	1
11	42	421	58	21	212
12	44	442	59	44	441
13	44	442	60	21	210
14	44	441	61	44	442
15	21	213	62	1	1
16	41	411	63	21	210
17	1	1	64	41	412
18	21	213	65	45	452
19	42	421	66	1	1
20	41	412	67	21	212
21	42	421	68	42	422
22	21	210	69	45	451
23	45	451	70	43	431
24	42	422	71	1	1
25	21	213	72	21	211
26	41	412	73	42	422
27	41	411	74	41	412
28	21	212	75	41	412
29	44	442	76	41	411
30	44	442	77	1	1
31	21	212	78	21	210
32	42	422	79	42	422
33	42	421	80	41	412
34	1	1	81	41	411
35	21	210	82	43	431
36	45	451	83	1	1
37	21	211	84	21	212
38	43	431	85	44	442
39	21	210	86	44	441
40	41	411	87	1	1
41	43	431	88	21	212
42	21	213	89	42	422
43	44	441	90	45	452
44	1	1	91	1	1
45	21	210	92	21	211
46	45	452	93	45	452
47	43	431			

EXERCISE FIVE KEY

Item	OROS-S Code	OROS-Full Code	Item	OROS-S Code	OROS-Full Code
1	1	1	24	52	522
2	22	222	25	1	1
3	51	511	26	21	213
4	1	1	27	51	511
5	21	210	28	1	1
6	52	521	29	21	213
7	1	1	30	51	512
8	21	213	31	51	511
9	51	512	32	1	1
10	51	512	33	21	211
11	1	1	34	52	522
12	21	211	35	51	512
13	52	522	36	1	1
14	1	1	37	21	213
15	52	522	38	52	522
16	21	210	39	1	1
17	52	522	40	21	210
18	1	1	41	52	521
19	52	522	42	51	511
20	51	511	43	1	1
21	1	1	44	21	210
22	21	212	45	52	521
23	1	1	46	51	511

EXERCISE SIX KEY

Item	OROS-S Code	OROS-Full Code	Item	OROS-S Code	OROS-Full Code
1	21	212	31	22	223
2	34	341	32	1	1
3	61	61	33	63	63
4	61	61	34	1	1
5	65	65	35	21	211
6	64	64	36	33	332
7	22	224	37	62	62
8	1	1	38	33	332
9	63	63	39	62	62
10	22	222	40	33	332
11	32	321	41	61	61
12	61	61	42	65	65
13	52	521	43	1	1
14	64	64	44	22	224
15	1	1	45	21	212
16	22	222	46	63	63
17	32	321	47	63	63
18	65	65	48	21	215
19	64	64	49	61	61
20	1	1	50	64	64
21	22	222	51	1	1
22	63	63	52	21	212
23	1	1	53	34	341
24	21	210	54	61	61
25	31	312	55	41	412
26	62	62	56	62	62
27	41	412	57	65	65
28	62	62	58	64	64
29	65	65	59	21	212
30	64	64	60	63	63

EXERCISE SEVEN KEY

Item	OROS-S Code	OROS-Full Code	Item	OROS-S Code	OROS-Full Code
1	1	1	30	1	1
2	21	213	31	73	73
3	73	73	32	21	213
4	63	63	33	72	72
5	21	211	34	64	64
6	71	71	35	1	1
7	64	64	36	22	222
8	71	71	37	72	72
9	73	73	38	61	61
10	74	74	39	74	74
11	1	1	40	1	1
12	21	213	41	21	212
13	72	72	42	72	72
14	61	61	43	61	61
15	71	71	44	71	71
16	21	213	45	61	61
17	71	71	46	74	74
18	61	61	47	65	65
19	41	411	48	64	64
20	62	62	49	73	73
21	71	71	50	1	1
22	61	61	51	21	212
23	74	74	52	21	212
24	21	210	53	61	61
25	33	332	54	72	72
26	61	61	55	61	61
27	72	72	56	74	74
28	61	61	57	64	65
29	73	73	58	73	73

EXERCISE EIGHT KEY

Item	OROS-S Code	OROS-Full Code
1	1	1
2	21	213
3	8	8
4	64	64
5	1	1
6	21	215
7	33	332
8	61	61
9	33	331
10	62	62
11	33	332
12	61	61
13	8	8
14	64	64
15	22	222
16	34	341
17	61	61
18	8	8
19	64	64
20	1	1
21	21	212
22	31	311
23	61	61
24	8	8
25	64	64
26	21	215
27	44	442
28	61	61
29	44	441
30	62	62
31	8	8
32	1	1
33	21	210
34	43	431
35	64	64

EXERCISE NINE KEY

Item	OROS-S Code	OROS-Full Code
1	1	1
2	9	9
3	73	73
4	1	1
5	9	9
6	9	9
7	73	73
8	1	1
9	9	9
10	73	73
11	1	1
12	9	9
13	1	1
14	21	210
15	65	65
16	64	64
17	9	9
18	1	1
19	9	9
20	73	73

APPENDIX C

General Coding Techniques

General Coding Techniques

The first and most important requirement for being a reliable coder with OROS--or any observation system for that matter--is to be able to recognize examples of specific categories instantly. Before you begin coding, you must have memorized all codes and definitions in OROS. Other techniques for improving your coding on OROS are suggested in this section. These techniques are based upon the authors' experiences in training coders and using the system to code naturally occurring reading lessons in classrooms.

1. Live coding is more difficult than coding from an audio tape, but it is not always possible to rely on taping. In live, sequential coding, it is very important that the coder, whenever he becomes confused over the category in which a particular behavior belongs, simply skip coding that behavior and continue coding with the next behavior recognized. Overall, it is far better to omit one unknown code than to omit several codes while thinking of the unknown code.
2. As a general rule, only one code per miscue, teacher prompt, and pupil answer should be coded. This necessitates listening to the whole miscue, prompt, or answer before coding. Thus, when the pupil gives a correct answer and then, immediately following, the exact word or a meaningful miscue for it, only 64 is coded. As particular prompts were presented, other prompts considered as managerial techniques within that prompt were discussed. Thus, letter naming (41)

within a context prompt (52) was not coded. Try to ask the question, "What is the major focus of this prompt?" and only enter one code for it. (In rare instances when two distinctly different prompts are given together, such as when a 42 and 52 occur within a teacher prompt, two codes should be entered.) In most cases, Category 5 codes will take precedence over 4_, 3_, and 7_ codes, Category 4 codes will take precedence over 3_ and 7_ codes, Category 3 codes will take precedence over 7_ codes, and 7_ codes will only be coded when they occur alone. To repeat:

5_ (takes precedence over 4_, 3_, and 7_)

4_ (takes precedence over 3_ and 7_)

3_ (takes precedence over 7_)

7_ (is coded only when no other prompt is given)

3. Teacher remarks such as "Now, what is it?" or "How do we say that?" after a series of prompts on one miscue are considered to be a continuation of the last previous prompt. For example, if the pupil sounds out a word correctly after a 42, and the teacher says, "Now what is it?", that response should be coded as a 42.

4. OROS primarily focuses on verbal interaction between teacher and pupil. However, some prompts can be non-verbal. For example, the teacher may point to a picture for 51, or the teacher may write something (a word for a 44 prompt or syllable for a 33 prompt) and ask, "What's this?" If live coding is occurring, the coder will be able to see what is happening and know how to code "What's this?" with no problem.

However, when coding is being done from audiotape, or vision is restricted, such a prompt cannot be coded until the pupil's answer and, sometimes, the following prompt is heard. It is suggested that the coder wait to hear the answer and, if necessary, the next teacher prompt and then enter the three codes at once. Consider the following situation:

Text: I AM GOING HOME TOMORROW.

Pupil: "I am going home . . . ."

Teacher: "What's this?"

Pupil: "Out."

*Teacher: "No. This is to. That's the first part. What's the second part?"

In the above example, there was a 21, a 32, a 61, and then a 33. If you are coding where your vision is restricted, you must wait until the starred prompt occurs and then code 33, 61, and 33 at one time.

5. A coder should never attempt to code unless the story being read is in front of him. This is extremely important because it is the only way miscues can be correctly coded. The coding of prompts is greatly facilitated when the text word is known. For live coding, it is suggested that the coder read the story to be used ahead of time to familiarize himself with it.

<u>OROS-Full Version CODERS ONLY</u>

6. Related to the issue of coding only one code per prompt (#2 above), is the issue of a direct and indirect prompt of the same type occur together. (Of course, in those cases

where a pupil answer occurs between the prompts, both are coded normally.) An example of this is a 331 followed by a 332, such as if the teacher says: "The first syllable is cow. What's the second syllable?" In these cases, code only the direct prompt, since the teacher has specifically given information in the prompt.

APPENDIX D

Dialect Features

Dialect Features

When a child who speaks a nonstandard dialect is reading orally, he will often translate what is on the page into his own dialect. Miscues that arise through such dialect shifts have two important characteristics: (1) the miscue is consistent with the pronunciation, grammar, and meaning of the child's dialect and (2) comprehension is not lost. (Johnson and Simmons, 1972). Dialect shifts occur because the reader is attempting to make sense of what he's reading based upon the variety of English, or dialect, that he speaks. All miscues due to dialect shifts are coded 224 in OROS.

While it is difficult to know absolutely that a particular miscue is due to a dialect shift, unless the child is specifically tested with a language test to detect such differences, studies of nonstandard English speakers have shown certain consistent features of nonstandard English. These features that produce dialect shifts, together with examples of miscues for each kind, are listed below. These features, modified for OROS, are taken from Baratz (1969) and Shuy (1973).

NSE FEATURE	Text	Dialect Bound Miscues
1. Omission of linking verb.	HE IS GOING.	He (1) (224) goin'.
2. Dropping plural S, verb marker, possessive S.	SHE HAS FIVE GOATS.	She (1) has five goat. (224)
	HE RUNS TO SCHOOL.	He (1) run (224) to (1) school.
	JOHN'S BOOK IS GONE.	John (224) book (1) is gone.

NSE Feature	Text	Dialect Bound Miscues
3. Insertion of pronouns as subjects.	PETE LIVES HERE.	Pete (1), he (224) lives here.
4. Dropping -ed ending in past or changing past tense form.	HE WALKED HOME.	He (1) walk (224) home (1).
	HE DRANK THE MILK.	He (1) drunk (224) the (1) milk.
5. Substituting one pronoun form for another.	WE DO IT.	Us (224) do (1) it.
6. The use of multiple negation.	NOBODY KNOWS ANYTHING.	Nobody (1) didn't (224) knows (1) nothing (224).
7. The use of gonna or I'mago for future will.	I WILL GO THERE.	I (1) gonna (224) go (1) there.
		OR
		I'm (224) go (1) there.
8. Pronunciation changes such as dropping one of two final consonants, deleting /r/ and /e/ in front of consonants completely, saying th as f, v, or d.	SUE HAS A TEST.	Sue (1) has a tes (224).
	MARY IS MY SISTER.	Mary (1) is my sistah (224).
	WHERE IS MOTHER?	Where (1) is mahver (224)?
	THE DOG HAS TO BREATHE HARD.	The (1) dog has to breave (224) hard (1).
	I HAVE NOTHING TO DO.	I (1) have nofing (224) to (1) do.

References

Baratz, J. Teaching reading in an urban Negro school system. In Baratz, J. & Shuy, R. W. (Eds.), Teaching Black Children to Read. Washington, D. C.: Center for Applied Linguistics, 1969.

Johnson, K. R. & Simmons, H. D. Black children's reading of dialect and standard texts. Washington, D. C. Field Initiated Studies, Project No. 1-1-096, 1972.

Shuy, R. W. Nonstandard dialect problems: An overview. In Laffey, J. L. & Shuy, R. W. (Eds.), Language Differences: Do They Interfere? Newark, Del.: International Reading Association, 1973, 3-16.

APPENDIX E

Phonics Rules and Generalizations

Phonics Rules and Generalizations

The phonics rules in which a teacher instructs pupils will vary greatly depending on the reading materials s/he is using. The 37 principles given below were selected as most useful by Clymer (1963) after he reviewed all phonics generalizations taught in four basal reading series. The rules are quoted from Spache and Spache (1973).

Vowel Principles

1. When y is the final letter in a word, it usually has a vowel sound.

2. If the only vowel letter is at the end of a word, the letter usually stands for a long sound.

3. When there is one e in a word that ends in a consonant, the e usually has a short sound.

4. When a vowel is in the middle of a one-syllable word, ending in a consonant, the vowel is short.

5. When there are two vowels, one of which is final e, the first vowel is long and the e is silent.

6. When words end with silent e, the preceding a or i is long.

7. One vowel letter in an accented syllable has its short sound.

8. In many two and three syllable words, the final e lengthens the vowel in the last syllable.

9. The letter a has the same sound (o) when followed by l, w, and u.

10. When a follows w in a word, it usually has the sound of a in was.

11. When y is used as a vowel in words, it sometimes has the sound of long i.

12. When y or ey is seen in the last syllable that is not accented, the long sound of e is heard.

Vowel Digraphs

13. When the letters oa are together in a word, o always gives its long sound and the a is silent.

14. Words having double e usually have the long e sound.

15. In ay the y is silent and gives a its long sound.

16. When ea come together in a word, the first letter is long, the second silent.

17. The first vowel is usually long, the second silent in the digraphs ai, ea, oa, ui.

18. When there are two vowels side by side, the long sound of the first one is heard and the second is usually silent.

19. W is sometimes a vowel and follows the vowel digraph rule.

20. In the phonogram ie, the i is silent and the e has a long sound.

Vowel Diphthongs

21. The two letters ow make the long o sound.

22. When e is followed by w, the vowel sound is the same as represented by oo.

Vowels with r

23. The r gives the preceding vowel a sound that is neither long nor short.

24. When a is followed by r and final e, we expect to hear the sound heard in care.

Consonants

25. When c and h are next to each other, they make only one sound.

26. When the letter c is followed by o or a the sound of k is likely to be heard.

27. When ght is seen in a word, gh is silent.

28. When a word begins kn, the k is silent.

29. When a word begins with wr, the w is silent.

30. When a word ends in ck, it has the same last sound as in look.

31. When two of the same consonants are side by side only one is heard.

32. When c is followed by e or i, the sound of s is likely to be heard.

33. Ch is usually pronounced as it is in kitchen, catch, and chair, not like sl.

34. The letter g often has a sound similar to that of j in jump when it preceeds the letter i or e.

Phonograms

35. When the letter i is followed by the letters gh, the i usually stands for its long sound, and the gh is silent.

36. When ture is the final syllable in a word, it is unaccented.

37. When tion is the final syllable in a word, it is unaccented.

References

Clymer, T. The utility of phonic generalizations in the primary grades. Reading Teacher, 16, 1963, 252-258.

Spache, G. D. & Spache, E. B. Reading in the elementary school. (Third Edition) Boston: Allyn and Bacon, 1973.*

*Phonics Rules and Generalizations reprinted by permission